



REIMAGINING TEACHER PROFESSIONAL DEVELOPMENT:

One Organization's Focus on Redesign
and Implementation

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Dr. Tracee Wells



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Executive Summary

The Classroom Organization and Management Program (COMP) is a research-based professional development series that is intended to help teachers facilitate positive conditions for learning (Oliver et al., 2011). COMP has received validation from the U.S. Department of Education's National Diffusion Network (Oliver et al., 2011). Multiple COMP studies found that the program's practices are effective in decreasing disruptive classroom behavior, overall improvement in the classroom environment, and increased academic gains for students ("About COMP", n.d.; Oliver et al., 2011).

Since its inception in 1989, there have been nine editions. COMP has continuously revised its training materials to better meet the needs of its stakeholders. COMP is currently in the process of making edits to release its 10th edition. The hope is that the research and data from this capstone project will inform the next round of revisions. Our project aimed to inform enhancements to all training materials, content modules, and overall revisions to maximize facilitator and participant experiences. The organization also wanted to know about any literature that exists for outlining processes for revising professional development curriculum. They want to ensure their next edition of workshop materials continues to be relevant and responsive to the ever-changing student and teacher population. Furthermore, they were interested in learning more about how facilitators were implementing the program as planned.

Research Questions

RQ1. How are COMP Level One Workshop Leaders implementing the program with fidelity?

RQ2. What should be considered when revising the COMP training manual and modules?

We collected and analyzed survey and focus group data from active COMP Workshop Leaders and reviewed feedback forms from 2022 workshop participants. We used deductive, inductive, and descriptive analysis approaches with our data sources.

Findings

1. COMP Workshop Leaders are implementing most of the expected training components with fidelity. The Follow-up session and use of comic are being implemented with the least amount of fidelity.
2. Limited technology usage hinders both facilitator and participant experience.
3. COMP Workshop Leaders and participants requested updated content relevant to current classroom challenges more than all the elements of redesign. Active learning continues to be the most useful component of the training elements and few changes for improvement were requested.

Recommendations

1. Codify the following "Menu of Options" for the Follow-up session in the 10th edition: In-person, virtual, hybrid, or coaching.
2. Integrate technology through digital resources, support, and Flipped PD.
3. Incorporate elements of Culturally Responsive Classroom Management (CRCM) into the process components in each module and explore other relevant frameworks that support culturally sustaining practices.

Who Is COMP?

Components and Goals of COMP

COMP (Classroom Organization and Management Program) is a nonprofit organization that supports teachers across the nation and internationally in implementing a research-based and research-proven classroom management program. COMP results have been measured repeatedly through observational field studies involving a minimum of six observations per classroom and through teachers' self-evaluation reports and administrators' reports of observed classroom, teacher, and student change (Evertson and Harris, 1999). The studies that form the research base for COMP identified six key components which constitute the basis for the program's six core modules. These include: (1) arranging the physical space; (2) planning and teaching rules and procedures; (3) managing student work; (4) maintaining good student behavior; (5) planning and conducting appropriate lessons; and (6) helping students maintain academic engagement in those lessons (Evertson and Harris, 1999).

COMP promotes a holistic definition of classroom management that focuses on teachers' proactive choices and actions. Their view is largely influenced by sociocultural research. COMP defined "classroom management" as "all that teachers do to encourage learning in their classrooms, including creating an environment that supports instruction to promote and maintain student learning and engagement" (Evertson and Harris, 1999, p. 61). That original definition has since been amended as follows: "Research defines classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (Evertson and Weinstein, 2006, p. 4).

The goal of COMP is to help teachers see positive academic and behavioral changes for students in their classrooms through hands-on learning, analyzing best practices, reflecting on their own teacher practice, and thoughtful planning for instruction and behavior in their learning spaces ("About COMP," n.d.). The program has four main premises that support teachers in their professional development. These include effective classroom management as a proactive measure, the interwovenness of classroom management and instruction, students as active participants in the learning environment, and teachers working together synergistically to help one another ("About COMP," n.d.).

Who Is COMP?

History and Research Behind COMP

During the 1960s and 1970s, the behavioral psychological model was one of the first frameworks for behavior management (Evertson and Harris, 1999). However, this approach focused specifically on the individual. It relied heavily on changing individual behavior through modification, incentives, and rewards. The concept of classroom management was developed in the late 1960s (Evertson and Harris, 1999). Kounin spearheaded much of this work as his research shifted thinking about behavior in the classroom from the individual to that of the group (Evertson and Harris, 1999). He focused on preventive strategies for “group management,” a term to describe early notions of “classroom management” (Evertson and Harris, 1999). His work led to considering the teachers’ role in implementing proactive strategies and creating positive conditions for student learning (Evertson and Harris, 1999).

Building from Kounin’s work and conducting their own series of studies that explored indicators of effective classroom management practices, Evertson and colleagues created COMP in 1989 (Evertson and Harris, 1999). Their studies informed the program and outlined effective management principles, which were then tested in field experiments (Evertson and Harris, 1999). These include: Descriptive/correlational studies (Emmer, Evertson, and Anderson, 1980; Evertson and Emmer, 1982); experimental/evaluation studies (Evertson, Emmer, Sanford, and Clements, 1983; Emmer, Sanford, Clements and Martin, 1983; Evertson, 1989a; Evertson, 1985); experimental/quasi-experimental studies (Evertson and Harris, 1995; Evertson and Harris, 1995); and evaluation studies (Evertson and Harris, 1995; Evertson and Harris, 1995; Evertson and Harris, 1995; Evertson and Harris, 1995).

Who Is COMP?

History and Research Behind COMP

COMP results have been measured in two ways: Observational field notes involving a minimum of six observations per classroom and teachers' self-evaluation reports, along with their administrators' reports of observed change of the classroom, teacher, and student (Evertson and Harris, 1999). Ten studies from 1978-1995 compared teaching practices and student behavior in 261 teachers' classrooms across grades kindergarten through twelve (Evertson and Harris, 1999). The studies found significant changes in seventeen teacher variables, four student behavior variables, and two student outcome variables (Evertson and Harris, 1999). All ten studies in which the variable was measured revealed a significant increase in multiple teacher actions including having general classroom procedures, developing routines for feedback, maintaining a task-oriented focus and monitoring of student transitions (Evertson and Harris, 1999). Each of the studies also showed significant gains in reading and math as well as an increase in students taking care of their own needs (Evertson and Harris, 1999). Nine of the ten studies showed a significant difference in specific teacher actions such as teachers' checks for understanding, reinforcement of student performance, and consistency in management of student behavior and high task engagement (Evertson and Harris, 1999). Eight of the ten studies indicated significant differences in the following teacher behaviors: development of administrative routines, monitoring activity transitions, organizing instruction, lesson pacing and objectives, providing clear instructions and reducing student misbehavior (Evertson and Harris, 1999).

A more contemporary COMP validation study was conducted in 2011. It included a systematic review of 12 classroom management programs (Oliver et al., 2011). COMP represented 58% of the studies. The results highlight how intentional classroom management practices decrease problem behavior in the classroom (Oliver et al., 2011). This further documented the significant positive effects of the program (Oliver et al., 2011).

Who Is COMP?

COMP Framework and Workshop Implementation

COMP Level One Workshop Leaders provide professional development training using an 18–24-hour training format in which participants, usually K-12 school faculty, learn about the tenets of COMP through six modules designed to address ways to create positive conditions for learning through intentional and effective classroom management. School districts typically coordinate the selection of participants and location for the workshops. After attending a Level One Workshop, participants then implement the program in their own classrooms.

Each module follows the COMP framework which includes the following components: (1) Comic, (2) Prior Knowledge, (3) Rationale/Goals, (4) Focusing Checklist, (5) Research, (6) Key Principles, (7) Application - Objective, (8) Application - Subjective, and (9) Written Commitments. There is a level of autonomy with the implementation of each item. However, to implement COMP with fidelity, Level One Workshop Leaders need to present all nine components in each module they lead. The comic is intended to introduce and focus participants on the module topic. Following that, COMP Workshop Leaders should facilitate an activity that activates participants' prior knowledge. Sharing the rationale and goals of each module is intended to make the objectives/goals clear. The focusing checklist is meant to serve as a self-reflection for participants at the beginning of each module. Given that COMP is a research-based program, participants learn key principles distilled from research through objective application (e.g., analyzing others' classrooms via scenarios) and subjective application (anticipating productive changes to their own classrooms). At the end of each module, COMP Workshop Leaders are expected to have participants write their classroom commitments, so they leave each module with concrete next steps for implementing the program in their classrooms.

Who Is COMP?

COMP Framework and Workshop Implementation

COMP is a mostly printed materials program with many of the workshops occurring in-person. The first online training took place in 2017. In early 2021, COMP created a PDF version of the manual, which some districts could access with a passcode. It was a short-term option due to COVID-19 and was not widely advertised. At the beginning of a Level One Workshop, participants receive their printed manual. Workshop Leaders utilize both their participant manual and COMP Workshop Leader's Guide to deliver the content. Participants are encouraged to revisit the printed materials when implementing the learned strategies in their individual classroom and school environments.

On the first day of the workshop, participants complete a Participant Sign-In Sheet where they write their school's contact information, the number of students they serve in a year, and indicate their years of teaching experience. Participants also handwrite their first day reflections by responding to four prompts designed to help the facilitator plan for the next day. At the completion of a Level One Workshop, participants complete a feedback form. Ten of those questions are answered with a Likert scale of choices. COMP Workshop Leaders then mail the completed responses back to the COMP office utilizing a provided envelope contained in the training materials box or they can email them. However, discussions with COMP indicate that these feedback forms have not been analyzed and shared back with Workshop Leaders across and post-COVID-19.

Once the initial workshop days conclude, a Follow-up session is conducted six to eighteen weeks later. This time is intended to allow participants the opportunity to put their COMP training to practice in their classrooms. The Follow-up session is used to address challenges with implementation, engage in self-reflection, and to review all modules. After completing a Level One Workshop, participants can become Level One Workshop Leaders. They are required to attend a multi-day COMP TOT, or Training of Trainers. School districts can elect to identify individuals from this pool to participate if they choose to seek certification as COMP Level One Workshop Leaders. Upon certification, they can facilitate Level One Workshops for districts in their home state in groups of up to 30 faculty members.

Problem of Practice

Fidelity of Implementation

As a “train-the-trainer” program, COMP is concerned about what happens once participants from Level Two Workshops leave the training and facilitate Level One Workshops. They want to know: How are COMP Level One Workshop Leaders implementing the program with fidelity? The literature defines “Fidelity of Implementation” (FoI) as the extent to which a program or intervention is implemented as intended and in accordance with the program developer’s vision (Century, Rudnick, & Freeman, 2010; Mowbray, Holter, Teague, & Bybee, 2003; O’Donnell, 2008, as cited in Lakin and Rambo-Hernandez, 2019, p. 205).

COMP underscores the importance of adhering to specific practices and processes when training Workshop Leaders. They have guidelines regarding the number of training hours, participants, and processes that must be completed during and following a COMP Level One Workshop. The Workshop Leader’s Guide provides a “COMP Workshop Orchestration Outline” for Workshop Leaders to follow to help them determine which activities should be included in each module of their workshop. In addition, the COMP framework lists specific components that must be included in each module. COMP also provides a slide deck and script for Workshop Leaders to use to support their fidelity of the program. However, there is no current process to measure adherence to this. Multiple districts design their own set of slides that follow the framework’s pattern.

COMP’s core components are emphasized in their Level Two Workshop and are also interspersed throughout the Workshop Leader’s Guide. The “COMP in a Nutshell” document is also utilized with TOT participants, along with the COMP framework. Both resources outline COMP’s core components.

Problem of Practice

Fidelity of Implementation

Currently, COMP Level One Workshop Leaders are not observed, nor do they complete any formal surveys about their self-perception of their fidelity of implementation. COMP Level One participants do complete a feedback form following their training and are asked to indicate the strongest and weakest features of the workshop from a list of three items and an option to provide their own response. They also use a Likert scale to rate general components of the workshop such as the Workshop Leader's overall presentation and the utility of activities and discussion. This feedback form only loosely asks for insight into one of the identified critical process components of COMP - *The workshop activities increased my understanding of materials and concepts contained in the manual*. Thus, the data collected from this feedback form does not provide any information about Workshop Leaders' fidelity of implementation.

The preeminent goal of COMP is to help teachers create positive conditions for learning. They want to know if Workshop Leaders are leading the COMP Level One Workshops with fidelity. Understanding FoI is essential to assessing outcomes, otherwise, a lack of fidelity could be a contributing factor. O'Donnell (2008) underscores the importance of fidelity and emphasizes its centrality to the validity of any intervention study as it is closely related to the statistical power of any outcome analysis (as cited in Dumas et al., 2001, p. 39). Without consistently measuring fidelity, it is hard for programs to draw conclusions from outcome evaluations. O'Donnell's (2008) literature review of the relationship between K-12 core curriculum interventions and outcomes and fidelity of implementation highlights the need to assess FoI when determining efficacy and effectiveness.

Problem of Practice

Revisions to 10th Edition

To remain up-to-date, COMP modules and subsequent manuals are revised every few years through collaboration with COMP National Trainers. COMP wants to ensure the updated 10th edition includes relevant and realistic case study examples that teachers are currently experiencing in their classrooms, and for content to include addressing the impact of the pandemic. Revisions to its 9th edition included a formal meeting session during their West Coast Conference, where a running list of updates was compiled for future reference. Since the 9th edition revisions in 2015, National Trainers have been in ongoing discussions and planning for the 10th edition. Consequently, many of those meetings took place prior to COVID-19 and were paused once COMP's home office at Vanderbilt University was shut down due to the pandemic.

As a research-based program, COMP is seeking to know what new research needs to be included. At COMP's inception, Evertson and Harris (1999) acknowledged the diversity in student populations (including ethnic origins, primary language spoken by students, and abilities and disabilities) and the need to have effective classroom management practices that addressed students' differing needs and modes of learning. Recognizing the present changes in both teaching and learning circumstances since the COVID-19 pandemic, COMP wants to capture any best practices of professional development and classroom management so they can continue to meet the needs of the ever-changing student population in classrooms across the world.

COMP is interested in learning more about the experiences of Level One Workshop Leaders. This insight will inform possible changes to content, materials, activities, and improve training experience. Currently, they are preparing for their 10th edition and have not used a consistent revision practice annually to update training manuals. The chosen method to capture revisions has not been the same each year, but opportunities to capture new ideas have been collected. This capstone project attempts to answer COMP's questions about how to proceed with future editions and is wondering: *What should be considered when revising the COMP training manual and modules?*

COMP is also looking to operationalize its overall revision process. Historically, the organization has collected scantron and handwritten feedback from participants from nine editions of COMP that span over twenty years. COMP has also maintained continuous methods of documentation on revisions from conferences and planning meetings before COVID-19. Through its ongoing, positive relationships with Workshop Leaders, COMP is kept well-apprised of suggestions for continuous improvement. However, this study aims to provide an empirical analysis of data on ideas for revisions.

Problem of Practice

Revisions to 10th Edition

COMP's team of National Trainers documents decisions made when revising training materials. They captured those decisions in transition guides, detailing adjustments to the COMP participant manual. Examples from the transition guides include suggestions that were made to update research and included new comic strips used in the beginning of all modules. National Trainers updated the COMP Workshop Leader's Guide by sections to add in new scripts, summaries, and contract changes. COMP meets annually to discuss revisions to training, content, and processes.

The last transition guide was shared in 2015 and it contained a table denoting major changes or revisions from the previous edition and requested feedback from Workshop Leaders to be emailed back to COMP. The table identified the manual location, the specific change or revision, and the rationale behind the change. The decisions for the 9th edition were made based on informal feedback from both Workshop Leaders and participants during COMP Level One and Two Workshops, as well as from a formal session across the COMP West Coast Conference in 2014. It included rationales that reflected current classroom experience, current research in classroom management, and enhancements to participant understanding at the time.

This revision process began with a shared folder for 10th edition documents broken down by categories: Overall edits, welcome & introduction, and both elementary and secondary documents labeled for each of the eight modules. COMP National Trainers were asked to add points they would like to have remembered across the editing process, to record their thoughts in each category for corresponding content segments, add new categories, and answer 5 questions: 1) What do you consider the main goal(s) of this content segment? 2) What research studies do you feel are critical to include? 3) What does NOT need to be retained? 4) Which activities SHOULD be retained? 5) What is expected with this content segment for overall FIDELITY with the program?

Problem of Practice

Revisions to 10th Edition

To indicate their suggestions, COMP National Trainers chose different font colors and recorded their feedback in the shared documents. The plan was to address the feedback once all National Trainers had time to provide input over a few months. Currently, most feedback in the shared documents covers suggestions for overall edits, changes to the welcome & introduction sections, and changes to each module identified for elementary and secondary up to module 5.

In 2019, conversations about revisions included COMP National Trainers anticipating the revision process to happen by the end of 2020. However, these plans were paused, and the emphasis turned to supporting schools and districts with their response to COVID-19. Since then, plans to revise and launch the 10th edition changed to accommodate the involvement and timeline of this capstone project to ensure COMP received analyzed data to inform the next edition. Therefore, rather than a completion in 2022, COMP is seeking a 2023 release following the sharing of information, literature, and insights from this project.

Problem of Practice

Potential Impact on Stakeholders

The impact of the challenges discovered through this project will inform the sustainability of COMP's signature professional development program. It is important to ensure that COMP's mission of providing research-based strategies through a comprehensive multiple-day training remains valid, effective, and equitable for all participants.

As we met with COMP to explore ways to address their concerns regarding relevance and instructional design, we knew that our stakeholders included Dr. Carolyn Evertson, COMP's founder, one current employee who serves as Program Coordinator, five volunteer National Trainers, hundreds of COMP Level One Workshop Leaders across the country, and all past, current, and future educational entities who find the program valuable. In the past, the U.S. Department of Education validated the effectiveness of COMP through an evaluation program that no longer exists. This capstone project could assist COMP in continuing to meet the needs of its stakeholders by exploring additional current trends in professional development in education to further support educator efficacy through best practices that lead to improved classroom management and positive outcomes for students.

Research Questions

**RQ 1:
How are COMP
Level One
Workshop Leaders
implementing the
program with fidelity?**

**RQ 2:
What should be
considered when
revising the COMP
training manual and
modules?**

To address the problems of practice identified by the client, the RQs are as follows: RQ1) *How are COMP Level One Workshop Leaders implementing the program with fidelity?* and RQ2) *What should be considered when revising the COMP training manual and modules?* To answer RQ1 about implementation, we needed insight from the COMP Level One Workshop Leaders about how they lead their Level One Workshops. As a “train-the-trainer” model, COMP Workshop Leaders are also independent contractors. Thus, after they are certified to conduct Level One Workshops, they lead workshops independently without any formal observations from COMP. Workshop Leaders do have oversight and support in other ways, including access to National Trainers for planning and questions, follow-up by the COMP Office when feedback does not fit within expectations, and follow-up by the COMP Office and/or National Trainers when evidence comes to light about a lack of fidelity that would impact the outcome for teachers (e.g., not having access to materials, not including a Follow-up). To answer this question, we needed to understand COMP Workshop Leaders’ perception of their fidelity of implementation.

To answer RQ2 about redesign, we needed to first consult the literature on designing and facilitating enactment of effective professional development and consult literature on business process redesign as well. Next, we needed information from COMP Level One Workshop Leaders on how they decide to pivot when facilitating training, what activities they found most/least valuable during workshops, and suggestions for additional content as examples. Finally, we needed insight from teacher participants in Level One Workshops on their suggestions for new content and features of the training they found most and least helpful. The data from all three sources is critical for helping COMP truly make informed decisions about revisions to the 10th edition training manuals.

Literature Review

As we sought to understand the design and implementation of a national classroom management teacher training program, we explored literature on fidelity of implementation (FoI) and associated frameworks, and components of redesign and impactful professional development. Through a robust review of literature, we answered questions designed to deepen knowledge around each concept. Specifically, it was important to know exactly how fidelity of implementation is defined and what frameworks exist to support it. For teachers and professional development, the literature outlined practices for redesigning professional development and the tenets that exist in effective professional development sessions. With steady advances in the design, implementation, and evaluation of PD programs, and the expanding use of new technology, the research base in this field is likely to expand dramatically over the next several years (Borko et al., 2010, p. 555).

Literature Inquiries for RQ1

To get a better understanding of “fidelity of implementation,” the following questions were posed: *How is fidelity of implementation (FoI) defined? What frameworks and instruments exist to measure FoI? What studies have been conducted to assess FoI in education and other fields?*

Relevant Concepts and Terms

The main phrase searched was “fidelity of implementation frameworks.” That concept alone yielded various results. Furthermore, studies cited in some of the first pieces of literature found also proved to be useful. Seminal pieces and early literature about the concept of “fidelity of implementation” (FoI), along with studies that tested and/or used FoI measures in education, or related fields, were selected. Furthermore, articles that emphasized the importance of designing, measuring and/or validating FoI frameworks were also explored and used.

Literature Review

What is Fidelity of Implementation (FoI)?

“Is this program effective?” One may argue that this is a particularly important question to consider when evaluating the benefits of adopting a new program or intervention. The answer is contingent upon the program being executed as designed. Thus, there was an increasing need to measure fidelity of implementation particularly as the field of program evaluation increased (Century et al., 2010; Carroll et al., 2007; Hamre et al., 2010). Furthermore, specifically in education, this question is integral as schools and districts seek to scale various interventions in multiple contexts. “Fidelity of Implementation” as a construct, dates back to the 1970s, beginning in the field of program evaluation more broadly and in the health field (Mowbray et al. 2003; Sechrest et al. 1979, as cited in O’Donnell, 2008, p. 34).

Various researchers have attempted to create operational definitions that best capture the term, but one standard framework for defining and measuring fidelity of implementation does not exist (Carroll et al., 2007; Century et al., 2010; Dane and Schneider, 1998; Hamre et al., 2010; O’Donnell, 2008). Despite the many variations on the particulars of this concept, there is an overall broad consensus that “fidelity of implementation,” or FoI, refers to the extent in which programs are implemented in accordance with how they were planned (Dane and Schneider, 1998; Mowbray et al., 2003, O’Donnell, 2008). The literature on FoI is growing and includes multiple fields such as mental health, prevention, education, at-risk youth, criminal justice, health, manufacturing, organizational change, public policy, and software (Century et al., 2010). While there is some research on FoI and educational curricula programming, there are gaps in the literature on fidelity of implementation as it relates to classroom management approaches and programs.

Literature Review

What is Fidelity of Implementation (FoI)?

Early conceptualizations of fidelity include Hall and Loucks' (1977) study on determining if a treatment under study was in use and how it was being used. Their "Levels of Use" framework explored implementation of an innovation or treatment more broadly. They focused on the user and included general ideas about the importance of determining the connection between "Levels of Use" and outcomes of a specific treatment but left gaps about measures of dosage/adherence, overall quality, and the responsiveness of participants. The generic nature of the framework allows for it to be used in multiple contexts and not confined to a specific type of innovation, a proponent that most FoI measures have not yet accomplished (Hall and Loucks, 1977; Century et al., 2010).

Nearly two decades later, Dane and Schneider's (1998) seminal piece on fidelity, which they referred to as "program integrity," provided operational definitions from their literature review for five elements that are now widely associated with FoI. These include adherence, exposure, quality of service, responsiveness, and program differentiation. Their definitions for the five commonly used elements of fidelity include:

Adherence: "The extent to which specified program components were delivered as prescribed in program manuals" (p. 45).

Exposure: "An index that may include any of the following: (a) the number of sessions implemented; (b) the length of each session; or (c) the frequency with which program techniques were implemented" (p. 45).

Quality of delivery: "A measure of qualitative aspects of program delivery that are not directly related to the implementation of prescribed content, such as implementer enthusiasm, leader preparedness, global estimates of session effectiveness, and leader attitudes toward program" (p. 45).

Participant responsiveness: "A measure of participant response to program sessions, which may include indicators such as levels of participation and enthusiasm" (p. 45).

Program differentiation: "A manipulation check that is performed to safeguard against the diffusion of treatments, that is, to ensure that the subjects in each experimental condition received only planned interventions" (p. 45).

Literature Review

What is Fidelity of Implementation (FoI)?

Dane and Schneider (1998) reviewed 162 outcome studies on primary and early secondary prevention programs to examine “program integrity.” Their findings highlight how most of the studies omit key components for measuring fidelity, however, they underscore the importance of such as they found that variations in implementation may lead to misinterpretations of the inadequacy of a program model if intended outcomes are not met.

Many researchers have created frameworks that include core components associated with fidelity of implementation along with additional factors that are situated within a specific context. Carroll et al. (2007) research gleaned the previous FoI literature, particularly the five elements that are often associated with fidelity. Moreover, their work extends prior research to create a new conceptual framework that focuses on the relationship between the five elements and adds two additional moderators of intervention complexity and facilitation strategies. The latter is also a key component proposed by Dane and Schneider (1998) though they used the term “program integrity” to include not only how a program was being implemented but to also highlight the importance of training, manuals, and supervision in facilitating FoI.

Century et al. (2010) conducted an exploratory study to create a framework to measure FoI in mathematics and science instructional materials that uses two broad categories: structural critical components and instructional critical components. Within each, they weave in the five elements from Dane and Schneider’s work. Their goal was to create an instrument that could serve as a foundation for FoI measurement. Their framework elaborates on two broader categories of “structure” and “process” by identifying the following subcategories: procedural, educative, pedagogical, and student engagement. Using this framework, they identified critical components for the five mathematics and science instructional materials programs in their study (Century et al., 2010). Using various definitions found in the literature, they defined “critical components” as the essential program elements that are used to measure if a program is being implemented as designed (Century et al., 2010).

Literature Review

Current Frameworks for FoI

Century and colleagues' (2010) framework also builds from Mowbray et al. (2003) earlier work that focuses on thinking about FoI in regard to a program's structural and process components. Mowbray et al. (2003) defined structure as "the framework for service delivery" (p. 318) and process as "the way in which services are delivered" (p. 318). Lakin and Rambo-Hernandez (2019) conceptualized structure as involving the visible pieces of a program such as number of lesson plans and attendance. They defined process as including a focus on the quality of the components and specific characteristics such as implementing lesson plans that require students to engage with scientific inquiry and using tiered activities.

One commonality within the creation of said frameworks and instruments is the absence of a true test for validity and reliability to ensure the tools are adequate measures of fidelity of implementation that include the program's critical components (Mowbray et al., 2003). Mowbray's work underscores the need for this and outlines steps for development, measurement, and validation of fidelity criteria (Mowbray et al 2003, as cited in Lakin and Rambo-Hernandez, 2019, p. 206).

Literature Review

Literature Inquiries for RQ2

To gain insight into professional development redesign ideas, the following questions were posed: *What are the components of effective PD that increase teacher knowledge? What other examples exist that follow a systematic process of redesigning training materials?*

Relevant Concepts and Terms

For professional development redesign as a construct, the following terms were searched: Revising training materials, professional development redesign for teachers, redesigning in business and tenets of effective professional development. Each topic produced multiple studies for further review. Additionally, seminal studies on the use of teacher surveys with professional development presented ideas for potential focus groups and surveys in the future. Selecting studies that utilized teacher surveys or those that offered professional development design alternatives to traditional methods was also a key area of focus.

Literature Review

What is Effective Professional Development?

Varying perspectives exist to explain what effective professional development (PD) is in education. Gusky (2000) defines professional development by equating it with “those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students” (p. 16). Despite this definition, the literature has not defined effective professional development with one specific focus. There are many characteristics that serve to increase teacher knowledge and efficacy, and that also increase student achievement.

Early research studies by Kennedy (1998) of in-service professional development programs revealed training focused on teachers’ subject knowledge and the curriculum, or on how students learn the subject had more positive effects on student learning than programs that focused primarily on teachers’ behavior (as cited in Kang et al., 2013). Similarly, others like Feiman-Nemser (2001) have shared that if we want schools to offer better learning opportunities to students, there must be powerful opportunities made available for teachers that are grounded in a conception of learning to teach as a lifelong endeavor and designed around a continuum of teacher learning (as cited in Borko et al., 2010). This view stresses the need for educators to take part in PD programs that increase their knowledge, improve their practice, and ultimately foster student learning and achievement gains (Borko et al., 2010).

Literature Review

What is Effective Professional Development?

Kennedy's (2016) later research on PD attempted to embolden those three concepts by focusing on two theories of action: Program content and facilitating enactment. The tenets of program content addressed one of four teacher challenges faced in the classroom: (a) portraying curriculum content in ways that enable naive minds to comprehend it, (b) student behavior, (c) enlisting student participation, and (d) exposing students' thinking. The tenets of facilitating enactment presented strategies to help teachers enact new ideas discovered in PD and incorporate them into their own practice. Those tenets included: (a) prescription: professional development clearly explains what the designer believes is the best way for teachers to address a problem. "Prescriptions are designed to lower the amount of individual judgment needed to use toward a given challenge"; (b) strategies: goals are defined and rationales are provided through strategies to help teachers better understand when and why they should incorporate them; (c) insight: the "aha!" moments during professional development that help teachers gain new insights and reflect on familiar situations differently; and (d) body of knowledge: an organized coherent body of interrelated concepts and principles that can be summarized in books or lectures encompasses a body of knowledge (Kennedy, 2016, p.955).

Conversely, Bayar's (2014) research took a slightly deeper approach into teachers' direct engagement with the PD process as well as the larger school community and shared six components of effective PD: 1) a match to existing teacher needs, 2) a match to existing school needs, 3) teacher involvement in the design/planning of professional development activities, 4) active participation opportunities, 5) long-term engagement, and 6) high-quality instructors. Varying research approaches consider the work teachers engage in during professional development, while others focus on determining effectiveness by virtue of the engagement level of PD. For example, measuring the effectiveness of traditional PD activities like short workshops and conferences to non-traditional activities like mentoring, coaching, and peer observation which share the same goal of attempting to influence, change, or improve teacher practice. Desimone's approach was to use PD to influence and improve practice and unveiled five distinct characteristics. Desimone (2009) offered the critical features of content focus, active learning, coherence, duration, and collective participation as characteristics of effective PD that impact both teachers and ultimately students in positive ways. Like Desimone, Garet et al. (2001) defined high quality professional development through a focus on content, active learning, and coherence, where teachers engage in meaningful discussion, where they learn from the content, and find it connected to their overall growth as educators (pgs. 923-927).

Literature Review

Framework for Effective Professional Development

To situate our understanding of empirical research and the literature, we focused more on Desimone's comprehensive framework for evaluating professional development. Desimone's (2009) critical features of professional development offered a conceptual framework to elevate the quality of professional development studies and subsequently the general understanding of how to best shape and implement teacher learning opportunities for the maximum benefit of both teachers and students. As the investment in teacher professional development grows nationwide, educational policy makers are searching for evidence of its effects on teachers' knowledge, teaching practice, and student learning (Kang et al., 2013; Ingvarson, Meiers, & Beavis, 2005). To evaluate a teacher professional development program for effectiveness, the literature supports three aspects to be included: 1) it should define what the effective professional development is, 2) it should explain the path of how this effective professional development affects teachers' and students' outcomes, and 3) it should describe accurately the contextual factors impacting effective professional development (Kang et al., 2013).

Desimone's (2009) framework encompasses all three aspects of effective professional development. Her framework details five characteristics as evidence of impact and effectiveness. Those five tenets are content focus, active learning, coherence, duration, and collective participation (Kang et al., 2013). Desimone (2009) operationalized each component into the following:

Content Focus - what teachers learn through professional development, the most important feature of effective PD.

Active Learning - when teachers have opportunities to be engaged in the analysis of teaching and learning (Garet et al., 2001). Active learning consists of observations, reviewing student work, leading discussions, mentoring, etc. (Blank et al., 2008; Corcoran, 2007; Desimone, 2009; Loucks-Horsley et al., 2003).

Coherence - extent to which PD is consistent with other teacher learning opportunities, with teachers' knowledge and beliefs, and with school, district, and state reforms and policies (Desimone, 2011).

Literature Review

Framework for Effective Professional Development

Duration - both the number of contact hours of professional development, and the length of time over which engagement in the activity spans (Hochberg & Desimone, 2010).

Collective Participation - the extent to which multiple teachers from the same school participate in the same learning opportunities (Hochberg & Desimone, 2010).

The literature revealed many facets of professional development that have been considered high quality. PD that models instructional strategies, and allows teachers to reflect on their learning or the effectiveness of the strategies proves beneficial (Borko et al., 2010). In times of reform, teachers are asked to teach in ways that are vastly different from the ways they were taught. One example of such change is the use of technology in PD, where today's educators may not have been exposed to current, more relevant trends. New PD models are incorporating digital libraries, web-based virtual learning environments, and online and electronic conferencing, as well as online discussion forums (Borko et al., 2010). In a review of nearly 400 empirical studies of online, face-to-face, and hybrid PD programs, Dede and colleagues (2016) revealed that few programs examined changes in teachers' knowledge or skills, and even fewer addressed the impact on student learning. Nonetheless, more research is warranted to expand the breadth of knowledge that exists to inform us about effective professional development practices.

Literature Review

Redesign Outside of Education or At-Large

To help COMP think through organizing an ongoing plan for revising the 10th edition training manuals, we consulted literature outside of education on business process redesign, or BPR. Its intention is to serve as guidance to which topics should be considered when implementing a business process redesign project (Reijers & Mansar, 2005). Aldowaisan and Gafaar (1999) found through observation that it is easier to begin a redesign project by analyzing the existing process as a starting point as a way of developing a new business process. The idea is to help practitioners think through an explicit set of ideas for reengineering a project beyond a standard exclusive focus on process only and to include other aspects like people, community, and organizational structure (Reijers & Mansar, 2005). The goal is to remain open to other possible reengineering opportunities that result from widening your view when revising materials.

Atler's Work-Centered Analysis framework, or WCA, brings together six linked components that all present considerations for redesigning professional development opportunities that support a familiar structure of the business process redesign model (Reijers & Mansar, 2005). Components of this framework guided data analysis for our second research question on redesign procedures to consider.

Customers - When considering redesign or revision efforts, a work-centered analysis should include who the internal and external customers are before and after changes are implemented. The focus is on improving contacts with customers.

Business process behavior - A careful review of products, services and workflow, including the sequencing of tasks and scheduling of jobs, and determining whether tasks are related to the same type of order that distinguishes new business processes.

Literature Review

Redesign Outside of Education or At-Large

Business process operation - This entails an operations view about how workflow operations are implemented. It includes task elimination, where tasks deemed redundant or no longer valuable are eliminated from a business process.

Participants - Redesigning for business involves thinking about the roles and different groups within the organization's structure, as well as the organization's population and the relationships they establish between one another.

Information - This describes best practices related to the addition of controls to a business process to check the completeness and correctness of new and relevant research the business process uses or creates.

Technology - Task automation and technology integration aimed at elevating physical constraints in a business process by applying a new technology which may result in a better quality of service. New technology can also change the traditional way of doing business by giving participants completely new possibilities.

Conceptual Framework

To help situate our two main concepts, “fidelity of implementation” (FoI) and “effective professional development redesign,” we created a combined framework to help guide our learnings for each research question.

Fidelity of Implementation (FoI)

The first part of our framework focuses on FoI and was largely influenced by Dane and Schneider’s (1998) work regarding the five aspects of fidelity (adherence, exposure, quality of delivery, participant responsiveness, program differentiation), Century and colleagues (2010) definition of “critical components,” Mowbray et al. (2003) research on fidelity criteria, and Lakin and Rambo-Hernandez (2019) FoI framework. Combining elements of all four, we designed part of our conceptual framework to capture adherence to COMP’s “critical components,” or the essential program elements of COMP (Bauman, Stein, & Ireys, 1991; Ruiz-Primo, 2005; Wang et al., 1984 as cited in Century et al., 2010, p. 201).

The critical components we focused on start with Dane and Schneider’s (1998) elements, particularly “adherence,” “exposure,” and “program differentiation.” We then, using the work of Mowbray et al. (2003), differentiated the identified essential elements into either structural components, i.e., “the framework for service delivery” or process components, or “the ways in which services are delivered” (p. 318). To further clarify this, we also incorporated Lakin and Rambo-Hernandez (2019)’s operationalization of “structure” and “process.”

Conceptual Framework

Fidelity of Implementation (FoI)

Acknowledging that no standard definition exists for fidelity of implementation, or the key terms associated with it, we used literature and our understanding of COMP to operationalize the concepts of our proposed framework in the following way:

Adherence - The overall implementation of COMP as intended. Research on FoI at large has shown that adherence can be synonymous with fidelity of implementation (O'Donnell, 2008).

Critical components- The essential program elements of a specified intervention (Century et al., 2010).

Structural components - One category of critical components that includes the dosage of COMP (i.e., frequency, duration, and coverage) (Mowbray et al., 2003). It is the “what” of the program. This includes facilitation hours and sessions, COMP module coverage, and paperwork completion.

Process components - Another category of critical components that include the content, procedures, and activities specific to COMP (Mowbray et al., 2003). This includes the elements that differentiate COMP from other classroom management programs. It is the “how” of COMP. The specific process includes adherence to the elements (use of comic, activating prior knowledge, reading of module rationale, communication of module goals and objective, use of focusing checklist, exploration of research, engagement in subjective analysis activities, and classroom commitments) of the COMP framework.

Thus, we first identified the critical adherence components of COMP that Level One Workshop Leaders must follow. We used the structural and process components gleaned from the training manuals, COMP validation studies, and insight from a National Trainer. All elements informed the portion of our conceptual framework that focused on FoI.

Conceptual Framework

Redesign

To understand best practices for revising and updating the program, we focused our second research question on combined works from Kennedy (2016), Desimone (1999); and Atler (as cited in Reijers & Mansar, 2005). In Kennedy's (2016) theory of action for teacher professional development, a strategy was developed for helping teachers enact new ideas within their own ongoing systems of practice. The goal was for teachers to enact new ideas by determining when, where, and how to insert their new learning. Each of the four areas helps to facilitate this enactment. During training, COMP Workshop Leaders have an obligation and expectation to make decisions that encourage participants to make changes to their instructional practice where needed. Teachers, in turn, must decide on those changes during the training. Distinguishing between the four areas helps designers of professional development ensure participants walk away utilizing what they learned.

We incorporated Kennedy's framework and the literature to consider revisions for COMP. We operationalized the concept of prescription as follows:

Prescription - Professional development clearly explains what the designer believes is the best way for teachers to address a problem. Prescriptions are designed to lower the amount of individual judgment needed to use toward a given challenge. COMP Level One Workshop Leaders are expected to follow a prescribed plan for delivery of training and teacher participants are encouraged to try out new methods in their classrooms.

Additionally, we used content focus and active learning from Desimone's (2009) critical features approach which informed her core conceptual framework. We operationalized each component in the following ways:

Content Focus - What teachers learn through professional development; the most important feature of effective PD. For COMP, this included feedback presented by COMP National Trainers, COMP Workshop Leaders, and teacher participants on topics to be included for future workshops. These ideas could be around content to keep as-is, revisions to consider for existing content, and any new content to add.

Conceptual Framework

Redesign

Active Learning - When teachers have opportunities to be engaged in the analysis of teaching and learning (Garet et al., 2001). Active learning consists of observations, reviewing student work, leading discussions, mentoring, etc., (Blank et al., 2008; Corcoran, 2007; Desimone, 2009; Loucks-Horsley et al., 2003). For COMP, participants have consistently shared in feedback forms over the years that this is a component COMP does very well. Active learning involves participants processing together, sharing ideas, and otherwise being engaged with one another during professional development. Historically, this is one of participants' favorite parts of workshops, according to COMP Level One feedback forms.

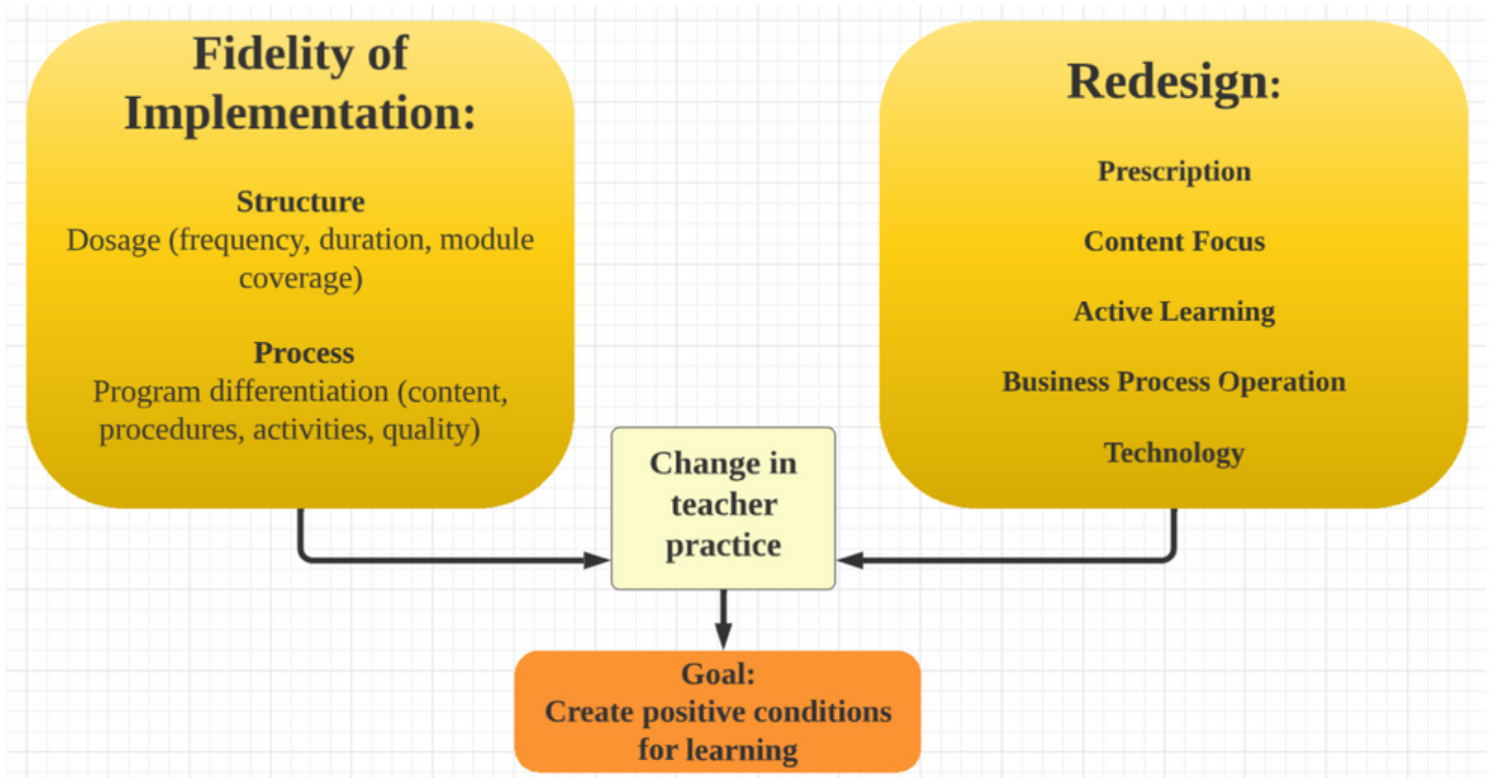
Finally, our conceptual framework operationalized Adler's Work-Centered Analysis to consider revisions protocols COMP could use. We operationalized business process operation and technology to best support ideas for revision in the following ways:

Business Process Operation - How workflow operations are implemented, or a behavior view examining when a workflow is executed, like the sequencing of specific tasks or scheduling of COMP workshop components. This includes determining whether tasks are related to the same type of order that distinguishes new business processes. It also includes task elimination, where tasks deemed redundant or no longer valuable are eliminated from a business process.

Technology - Task automation and technology integration aimed at elevating physical constraints in a business process by applying a new technology which may result in a better quality of service. New technology can also change the traditional way of doing business by giving participants completely new possibilities. Any best practices related to technology that COMP currently uses or may use would be included here.

Our conceptual framework was the explicit set of ideas used to help us think about the business process of better understanding where fidelity of implementation is currently happening for COMP. It also offered a context for considering the literature and input from stakeholders in the revision process. This conceptual framework informed all components of our study.

Figure 1
Conceptual Framework



We analyzed our COMP Fidelity of Implementation and Revisions Survey, focus group, and COMP Levels One and Two Feedback Forms from January through August 2022. We used Qualtrics to create our survey and DelveTool.com to organize our qualitative data and to prepare for analysis. We answered both research questions using results from all data collection tools (See Figure 2 below). In this section, we share how each tool was developed, who the participants were, and what analysis processes we followed.

Figure 2
Research Questions by Data Collection Tool



Project Question	COMP Fidelity of Implementation and Revisions Survey	Focus Group	Level One and Level Two Feedback Forms
<i>How are COMP Level One Workshop Leaders implementing the program with fidelity?</i>	✔	✔	✔
<i>What should be considered when revising the COMP training manual and modules?</i>	✔	✔	✔

COMP Fidelity of Implementation & Revision Survey

Survey Development

We created our COMP Fidelity of Implementation and Revision Survey using Qualtrics. It consisted of five questions about demographic information, 14 closed-ended questions using Likert scales, one closed-ended matrix question consisting of seven row items, and five open-ended questions. Survey participants could provide additional feedback or comments on all closed-ended questions that pertained to elements of implementation and utility. We constructed our closed-ended survey questions using our “Fidelity of Implementation” (FoI) conceptual framework.

Dane and Schneider’s (1998) seminal piece on fidelity outlines key aspects (adherence, exposure, and program differentiation) that undergird the foundation of our conceptual framework and our survey. Century et al. (2010) take fidelity a step further with their introduction of the term “critical components,” which they define as the essential indicators or ingredients of a given program. Said components are often based on expert consensus or empirical evidence about outcomes. COMP’s previous validation studies identify their “critical components” as they are empirically based. To further categorize the “critical components,” we relied on Mowbray and colleagues (2003) and Lakin and Rambo-Hernandez (2019) definition of structural and process components.



COMP Fidelity of Implementation & Revision Survey

Survey Development

At the core of our framework, is the idea of “adherence.” Thus, the bulk of our survey questions captured the frequency that Level One Workshop Leaders adhered to COMP’s core components, both structural and process, which were identified using COMP validation studies, COMP training manuals, and insight from one of the National Trainers. The FoI survey question stems were developed using an already designed survey that assessed the fidelity of implementation of a literacy intervention called READS (Quinn and Kim, 2017). The study looked at teacher and student outcomes of implementing the READS program with fidelity (Core READS) compared to the impact of using scaffolded sequence (Adaptive READS) of the program.

Both groups of teachers were asked to rate themselves about their adherence to critical components of READS (e.g., “matching books to students for independent reading,” “teaching students a reading comprehension routine,” “engaging student families in student literacy,” “supporting students’ independent reading,” and “increasing students’ engagement in reading”) of READS. The answer choices included “nothing-0,” “very little-1,” “some-2,” “quite a bit-3,” and “a tremendous amount-4.” Similarly, our FoI questions asked COMP Level One Workshop Leaders about their adherence to identified critical components. The answer choices, which were on a 5-point scale, included “Always,” “Most of the time,” “About half the time,” “Sometimes,” and “Never.” We also posed questions about the utility of the critical process components. Participants could respond using a 3-point Likert scale which included: “Extremely useful,” “Somewhat useful,” or “Not Very Useful.”

We also crafted the three open-ended questions using feedback from COMP leaders to allow for general and a wide range of responses that were not specific to the framework or research. The questions asked about the following: (a) feedback on COMP modules to make them even more relevant to teachers’ experiences, (b) current research for COMP to consider, and (c) any additional insight.

COMP Fidelity of Implementation & Revision Survey

Participants and Administration

The COMP Fidelity of Implementation and Revision Survey was sent to all active COMP Level One and Two Workshop Leaders, which included approximately 226 people. Ten emails bounced back, leaving a possible 216 respondents. The survey was administered over a four-week period in July/August 2022. Participants were recruited through purposeful sampling, where we deliberately sent the survey to only active Workshop Leaders because of their specific experience to help get the information needed to answer the research questions (Ravitch & Carl, 2021, pg. 83). To reduce researcher bias, COMP sent out the initial survey link and all follow up reminders. To incentivize survey participation, we advertised an Amazon gift card raffle in the original email with the survey link. Respondents could enter their email address at the end of the survey to participate. Seventy-five people submitted a survey response; however, some participants only completed the demographic questions. Thus, we could not use their surveys in our analysis. Overall, we had a 28% response rate (61/216).

Figure 3

Survey Participants by Years of Experience as a COMP Level One Workshop Leader

Number of Years as Level One Workshop Leader	> 5 years	1-5 years	< 1 year	Total
Number of Survey Participants	14	29	18	61

COMP Fidelity of Implementation & Revision Survey

Analysis of Open-Ended Responses

We started our qualitative analysis by coding the open responses from the COMP Fidelity of Implementation & Revisions Survey. This included seven questions on process components and seven questions on structural components. We initially used a deductive approach, where codes come from other sources such as theory or prior research (Ravitch & Carl, 2021, pg. 264). Using this approach, and our conceptual framework, we started with two codes: “Structural adherence” and “process adherence.” For analysis, we created the following subcodes for structural adherence: External assistance (with any COMP logistics and paperwork), redesign, adherence, time or resource constraint, nonadherence, or pandemic impact. We also created the following subcodes for process adherence: process component adherence and time or resource constraints experienced by Workshop Leaders. We hoped to learn more about decisions Workshop Leaders made as they attempted to adhere to COMP expectations for facilitating. In this first round, we defined all codes and subcodes as we created them.

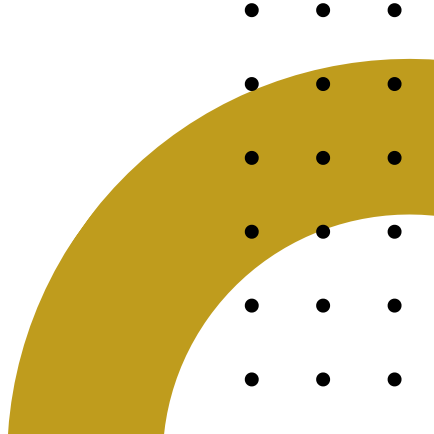
Our next rounds of coding focused on the three open responses on redesign. Here, participants were asked to provide additional feedback on research they thought should be included, along with any additional comments. We took an inductive approach to the first round of open coding for redesign and allowed the large amount of data to bring forward the categories. The initial categories that emerged included: New or updated activities, new or updated content, redesign ideas, technology, things to keep, guidance for FoI, and challenges. We had initial questions about whether redesign and new and updated research should be included in the same category. Redesign was initially defined as “a different way to consider how to deliver content.” New and updated research was initially defined as “research topics to be referred to during the content that the curriculum is based on or derived from.” Ultimately, we decided to keep them as two separate codes.

COMP Fidelity of Implementation & Revision Survey

Analysis of Closed-Ended Responses

We started our quantitative analysis by cleaning the data. We had seventy-five participants submit a response through Qualtrics. We downloaded the default report to Excel so that we could parse through the data. We noticed that some participants only completed the first five questions which asked about demographic data, submitted multiple Likert responses for one question, indicated they had never facilitated a workshop, and/or did not answer one or more questions from the three main sections (Structural Adherence, Process Adherence, and Utility Adherence). We decided to omit any responses from participants who did not answer at least all questions of one of the three primary sections. We were left to analyze data for a total of sixty-one participants. Fifty-one participants answered all questions pertaining to structural adherence. Fifty-seven participants answered all questions about process adherence. Fifty-six participants answered all questions related to utility.

We closely reviewed the responses in the two larger buckets of structural adherence and process adherence. In each category, we asked seven questions which required participants to provide an answer on a 5-point Likert scale. As previously stated, survey participants could select one of the following responses: “Always” (5), “Most of the Time” (4), “About half the time” (3), “Sometimes” (2), and “Never” (1). We found each participant’s average across all seven questions under each of the two buckets. We then found the mean (Figure 4 and Figure 5) and standard deviation by question.



COMP Fidelity of Implementation & Revision Survey

Analysis of Closed-Ended Responses

Figure 4

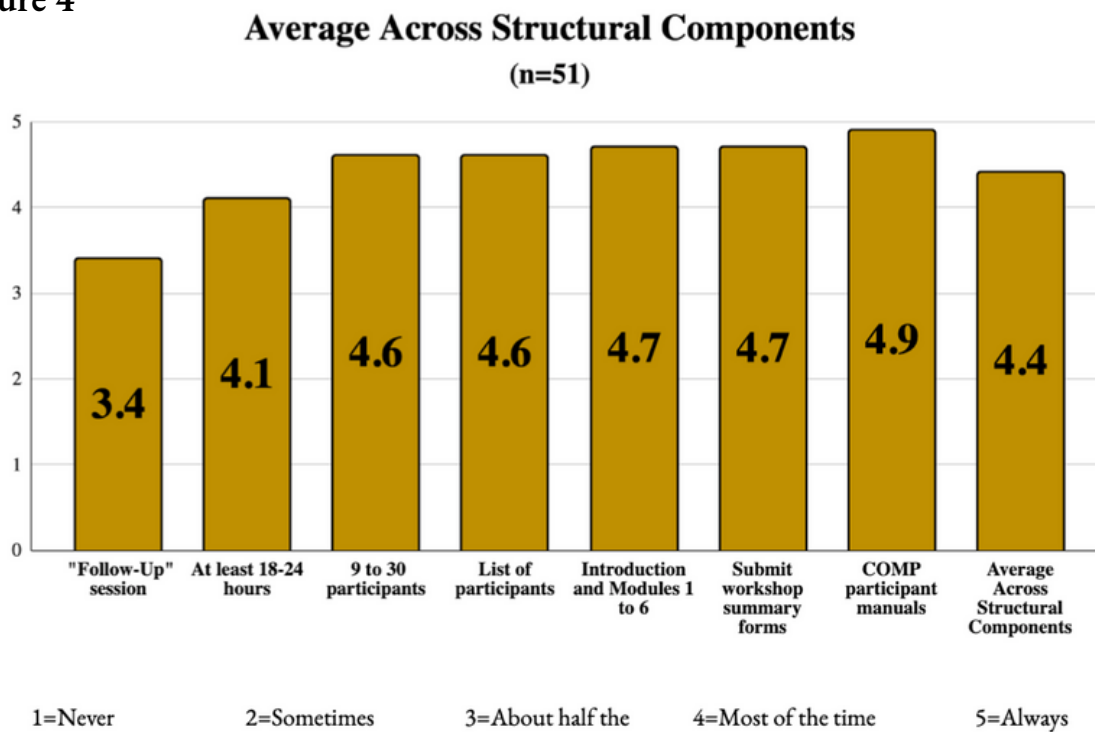
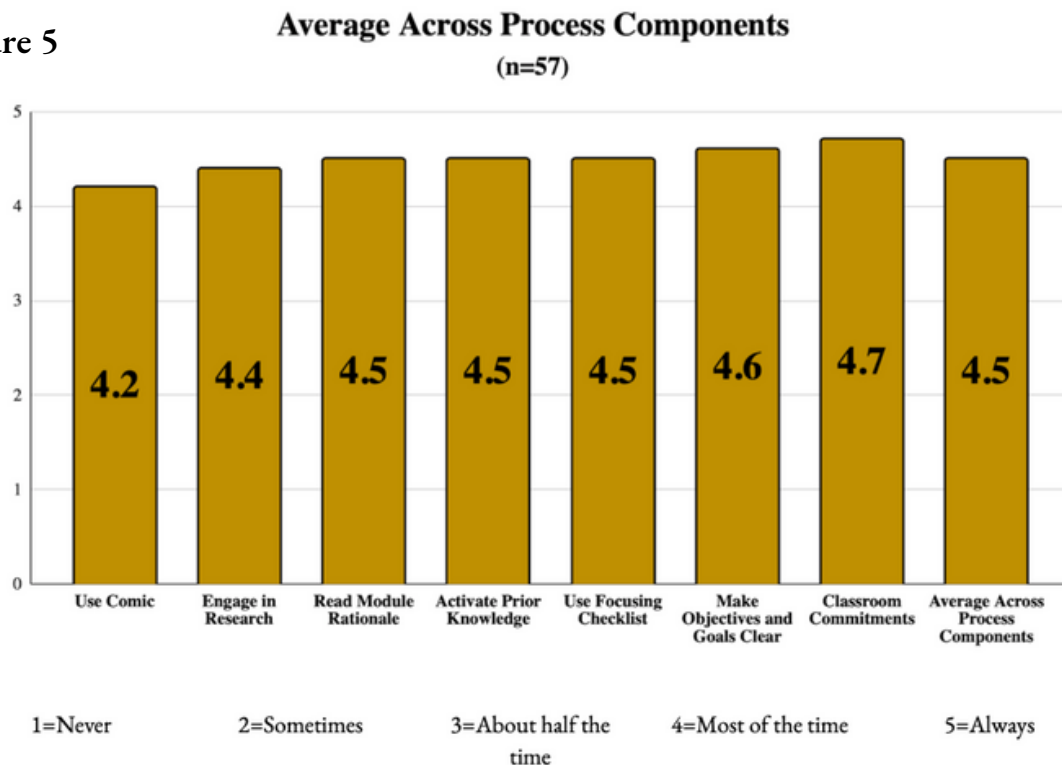


Figure 5



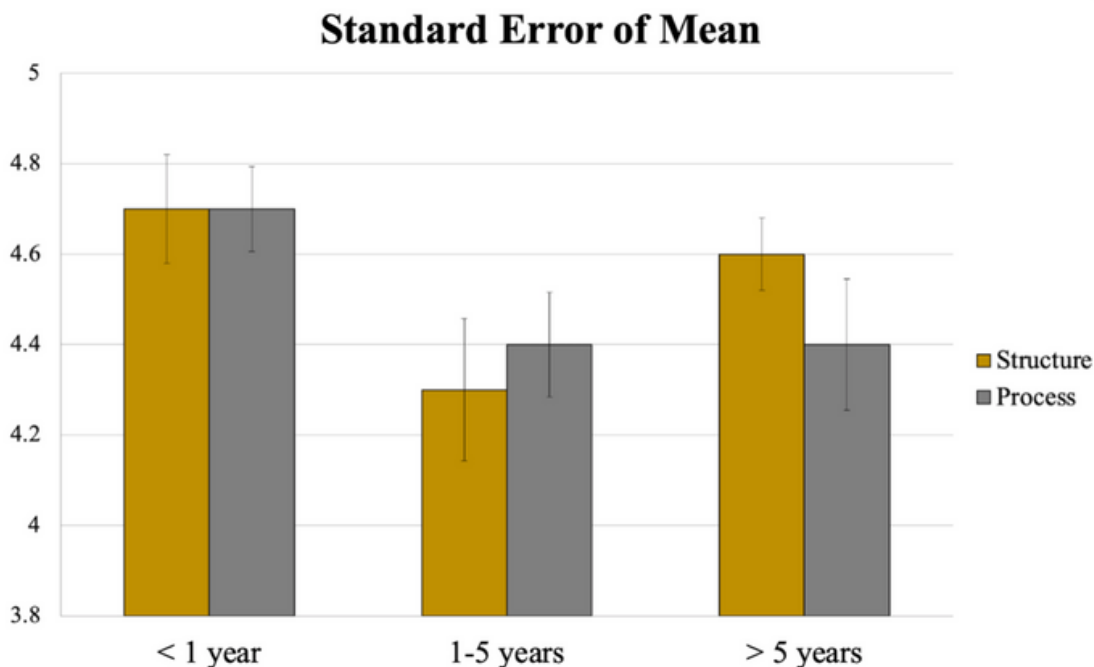
COMP Fidelity of Implementation & Revision Survey

Analysis of Closed-Ended Responses

To get a better sense of adherence, we also looked at the means and standard deviations across the structural and process questions by years of experience. Survey participants had the option of selecting one of the following: a) Less than one year, b) 1-5 years, c) 6-10 years, d) More than 10 years. Due to the small number of participants in the last two categories, we combined them to create “More than 5 years.” Following that, we looked at averages and standard deviations by structural and process components for less than a year, 1-5 years, and more than 5 years.

Interested in the difference between the structure and process averages for all three groups, we added error bars to determine if this difference was meaningful (Figure 6). We then revisited the data looking for any information about what could be influencing the difference between the two bars for Workshop Leaders with more than five years of experience since that is where we saw the greatest gap.

Figure 6
Standard Error of the Mean for Process and Structural Components



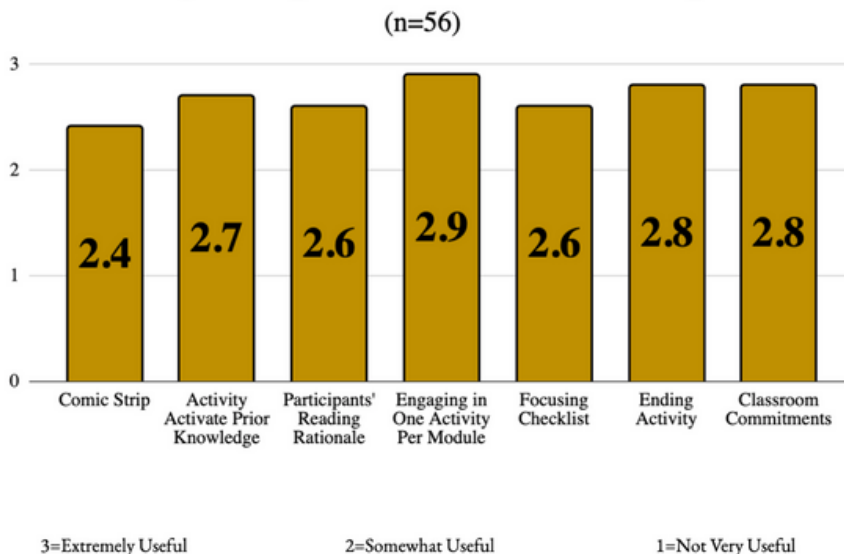
COMP Fidelity of Implementation & Revision Survey

Analysis of Closed-Ended Responses

We paid special attention to any questions that had a standard deviation above one and a mean below 4.5 for any Workshop Leaders with more than five years of experience. We found that the greatest variability (1.4) and lowest mean (3.4) for that group was for the Follow-up session. The number of Workshop Leaders with more than five years of experience who “Always” (n=3) do the Follow-up session is the same as those that “Never” (n=3) complete it. For the process components, on average, Workshop Leaders with more than five years of experience had participants read the rationale and made the objectives and goals of each module clear with less regularity than the other identified components. However, in taking a deeper look, we noticed that within both categories most Workshop Leaders reported they “Always” did both. Thus, we saw no clear explanation for what may be happening in those areas.

We asked seven questions about Workshop Leaders’ perceived utility of various COMP components (Figure 7). Workshop Leaders could respond using a 3-point Likert scale: “Extremely Useful” (3), “Somewhat Useful” (2), and “Not Very Useful” (1). We noticed that our questions regarding “Utility Adherence” did not include all the previously identified process components, so we did not conduct a full analysis on that section but did use the data, when applicable, to inform our findings.

Figure 7 **WL Utility Perceptions About Process Components**



Focus Group

Participants and Administration

One focus group for COMP Level One Workshop Leaders was conducted on Wednesday, August 31, 2022 via Zoom. Participants expressed interest during their completion of the COMP Fidelity of Implementation and Revision Survey, which was emailed out to all active COMP Level One Workshop Leaders in July 2022. We sent a SurveyGenius RSVP form with twelve spaces for signing up via email to all participants who expressed an interest in joining our focus group. The goal was to engage with six to eight participants. Although seven COMP Workshop Leaders completed the SurveyGenius RSVP form, six were present for the focus group. All participants were white females and their experiences as a COMP Workshop Leader varied with a third having less than a year of experience and one person having nearly thirty years of experience. Two COMP Workshop Leaders had between one and five years of experience, and the last participant had between six and ten years of experience.

In preparation for the focus group, we emailed interested COMP Level One Workshop Leaders and suggested they have any official workshop documents such as Day One Reflection sheets, Classroom Commitment sheets, or notes taken during COMP Workshops readily available as a reference or reminder about their workshop experiences. During the focus group, we asked five planned questions and elicited responses from all six participants. After getting permission from all focus group participants, we recorded the Zoom session.



Focus Group

Question Development

For the focus group, we designed five guiding questions related to the two main areas of our capstone - “Fidelity of Implementation,” or “FoI,” and “Redesign” (see Figure 8). The first two questions specifically informed redesign. The next two questions were informed by our FoI conceptual framework. We designed the questions to allow participants to share candidly about their overall experience with COMP and/or the curriculum. We also asked a few improvised follow up questions to ensure we had accurate and robust responses.

Figure 8

Focus Group Questions

- What do you like most about the COMP curriculum?
- What is one challenge you or participants have observed with the current curriculum or set up?
- Which of the structural components of the COMP framework do you implement most often and why?
- Which of the process components do you implement with the most fidelity?
- What additional information would you like to offer about your experience?

Focus Group

Focus Group Analysis

After conducting our focus group, we read through the Zoom transcripts to clean the data and label the participants. The audio transcription from Zoom was loaded into Rev.com software to produce an automated transcript which was uploaded into DelveTool.com to prepare for qualitative analysis. We began by addressing the two focus group questions about redesign which asked participants: “What do you like most about the COMP curriculum?” and “What is one challenge you or participants have observed with the current curriculum or set up?” We then coded the two main questions about FoI: “Which of the structural components of the COMP framework do you implement with fidelity most often and why?” and “Which of the process components do you implement with the most fidelity?” We followed both an inductive and deductive approach to the open coding process.

We took a deductive approach to analyzing the focus group data and started from our ten preexisting codes and eight subcodes that we created from the survey analysis process. Under new or updated content, we added subcodes “autonomy” and “content concerns.” And under technology, we added the subcode “COMP in a virtual setting.”

After reviewing all focus group data and survey data, 50 research topics were suggested by COMP Workshop Leaders under the “new or updated research” category, 40 suggestions on structural adherence emerged, 37 redesign ideas were offered, and 23 specific ideas for new or updated content were revealed. While we expected ideas to be shared by focus group participants on various topics, we were surprised at the array of topics they expressed. This data, along with open response data from the COMP Fidelity of Implementation and Revision Survey, presented a potential concern regarding the ability to answer our research question on redesign. With 110 new ideas on research topics, redesign ideas, and ideas for new or updated content, we wanted to find themes from this data to share with COMP in a succinct manner. After conducting analysis from our final data collection tool, we decided to identify larger themes from all codes and subcodes.

COMP Level One and Level Two Feedback Forms

Development

Following every COMP Level One and Level Two Workshop, Workshop Leaders send participants a digital feedback form via Google Form or print and distribute hard copies. Ensuring participants know about and complete the survey is one structural critical adherence component that COMP Workshop Leaders should follow. Developed by COMP, the Level One Feedback Form consists of ten questions that ask for responses using a five-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” The questions capture participants’ beliefs on activities, their assessment of the COMP Workshop Leaders’ facilitation, and asks about their overall experience of the COMP Level One Workshop. Participants also select their strongest and weakest features of the program from the following options: a.) the Workshop Leader himself/herself- knowledge/modeling/presentations; b.) the opportunities for sharing with other teachers; c.) the COMP materials, and d.) other, with the option to write in a response. In early June, we created two additional questions for the COMP Level One and Two Feedback Forms. Participants completing either workshop from the end of June until mid-August were also asked the following questions:

1. What feedback, if any, do you want to share that would make the COMP modules even more relevant to teachers’ current experiences?
2. What topics, if any, from current research would you like COMP to consider adding to their 10th edition?

COMP Level One and Level Two Feedback Forms

Participants and Collection

We analyzed COMP Level One Feedback forms from the 19 participants who attended a Level One Workshop we observed in July. The focus of the observation was to gain additional context into a COMP Level One Workshop, thus, only the participant feedback forms were used in our data collection, and not any observation notes. To glean insight into what COMP Level Two Workshop participants shared about their experiences, we analyzed the six to eight open response questions from all Level Two feedback forms from workshops that took place from January through August 2022. This was particularly useful in giving us information about how participants felt before leading their first COMP Level One Workshop.

Qualitative Analysis for Level Two Feedback Forms

To begin analyzing COMP Level Two Feedback Forms, we used an open coding inductive approach that was like our processes for both the survey and for the focus group. We only coded those items that we interpreted to be applicable to revisions for COMP Level One content, activities, and research, as well as any insight about facilitating a COMP Level One Workshop that could be helpful to FoI, and not specific to COMP Level Two facilitation changes. One new code we created, “TOT Feedback that could Inform FoI Guidance,” produced 113 data points. We defined this emerging conjecture code as: COMP Workshop Leader insight regarding their experiences in TOT that could potentially inform, positively or negatively, FoI adherence. Just as was revealed from the survey and focus group data, COMP Workshop Leaders provided many ideas for revision that otherwise might not have been available for consideration.

COMP Level One and Level Two Feedback Forms

Qualitative Analysis for Level One Feedback Forms

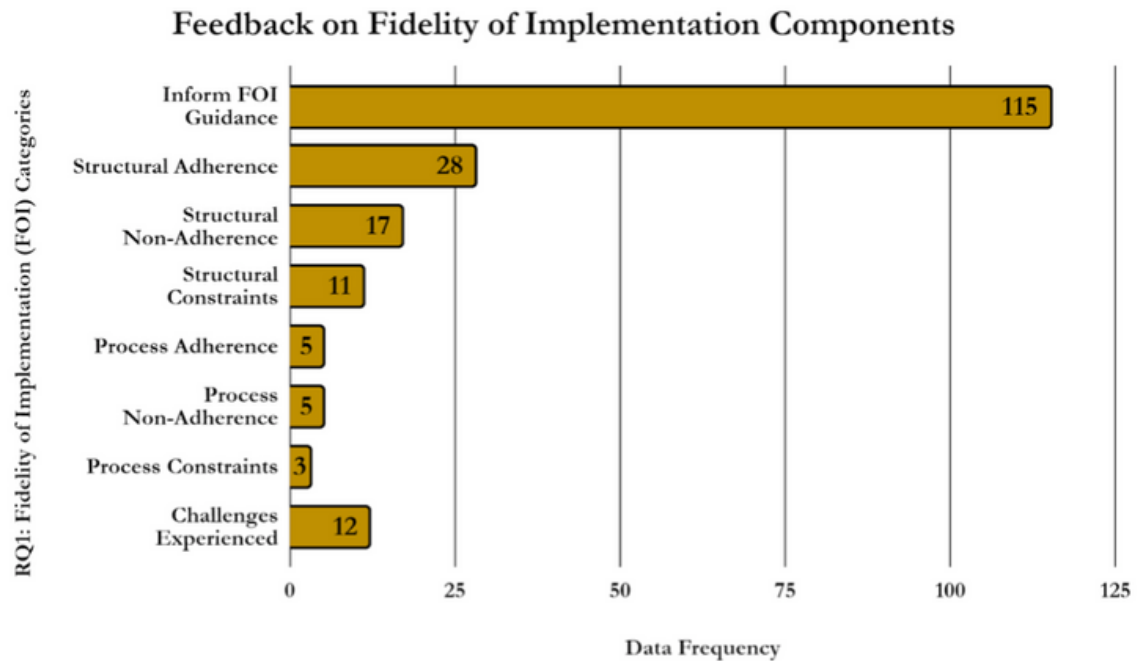
After using the same deductive approach used with COMP Level Two Feedback data, our open and axial coding processes found a need for two new subcodes to distinguish feedback from COMP Level One Workshop participants only: Staff/Teacher Feedback Only. This category was broken into two subcodes: Strongest Features of COMP and Weakest Features of COMP. These subcodes were created based on the language used in the feedback form. Participants are explicitly asked to indicate/select the strongest and weakest features of COMP. It was our hope to triangulate responses from Level One participants and COMP Workshop Leaders to reveal commonalities that both groups deem useful for COMP to consider.



Final Coding Process

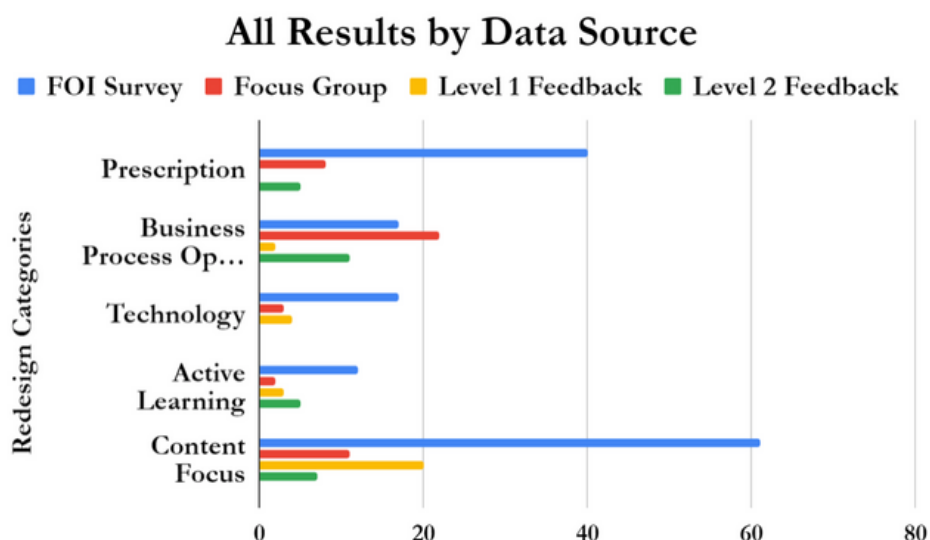
During our final round of coding for all qualitative measures, we took a deductive approach using constructs from our conceptual framework on redesign. Our initial rounds of coding of qualitative data for FoI categories yielded the responses highlighted in Figure 9. Based on the frequency of responses provided on fidelity of implementation, most of the data was related to guidance to inform FoI. In our last round, we noticed that each of the codes we had originally created for FoI fit into the redesign categories as well. This is where we saw our two frameworks converge as components of process and structural adherence easily fit into the redesign categories of prescription and/or business process operation. Therefore, we applied each of the five elements of redesign (prescription, business process operations, technology, active learning, and content focus) to code all FoI categories and each data source again. On the next page, Figure 10 shows all data sources when coded using the five redesign elements only.

Figure 9



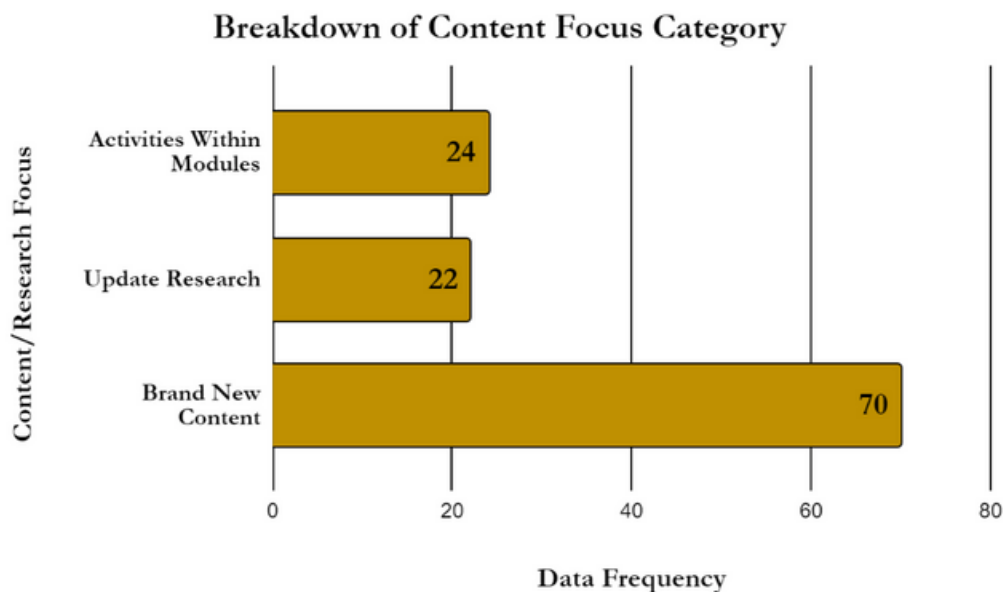
Final Coding Process

Figure 10



After reviewing the analysis of the final rounds of coding for redesign, we noticed the large amount of data contained in Content Focus. When looking for themes across the content focus category, three sub-codes emerged: Activities, updated research, and new content based on feedback provided from COMP Workshop Leaders. Figure 11 shows the three areas of content focus according to COMP Workshop Leaders.

Figure 11



Final Coding Process

To complete our data analysis process, we applied selective coding and identified themes from each redesign category. The entire codebook of qualitative data was now coded into one set of five codes, all for redesign. Figure 12 shows all redesign themes by category and includes illustrative codes taken directly from COMP Workshop Leaders. Upon review of this chart, it became evident that COMP Workshop Leaders are requesting help with addressing concerns with time constraints, improvements using digital resources, and want COMP to consider adding content specific to the experiences of today’s classroom environment.

Figure 12
Qualitative Themes by Categories

Redesign Categories	Themes	Illustrative Quotes
1. Prescription	Addressing common problems in systemic ways	“More time to look at how to structure a workshop.”
2. Business Process Operations	Manual, Modules, Management	“The binder is clunky and outdated.”
3. Technology	Increased tech integration & provide instruction for virtual learning	“Move to digital format”
4. Active Learning	Importance of adult dialogue and engagement	“There are activities that speak to any group that you have.”
5a. Content Focus: Activities within modules	Challenging behaviors and classroom scenarios	“Expand on real-world scenarios since the pandemic.”
5b. Content Focus: Updated Research	Provide updates on previously used studies and any new ones	“...since 2000,” “...on updated research for studies from 80s and 90s”
5c. Content Focus: New Content	Relative to issues facing today’s classrooms	“SEL,” “PBIS,” “Cultural Responsiveness”

Results

Quantitative Survey

Overall, it appears that all Workshop Leaders are generally similar in how they are self-reporting fidelity of implementation. Appendix D highlights responses for all Workshop Leaders by question. There is not much variation in adherence to process and structural components by years of experience since all Workshop Leaders are implementing most of the components of the COMP Level One Workshop as intended "most of the time." See Table 1 for a breakdown of means and standard deviations for each of the structural and process components by years of experience.

Of all respondents, 85% are implementing the seven identified process components "Most of the Time" or "Always." Of all respondents, 90% are implementing the seven identified structural components "Most of the Time" or "Always." However, the overall average across process components is slightly higher than the average across structural components. COMP Workshop Leaders with less than a year of experience have the highest average score in both categories, with a 4.7 average across structural components and an average of 4.7 across process components. There is a decline in adherence for COMP Workshop Leaders with one to five years of experience. Workshop Leaders in this category had the lowest average across the structural components, with a score of 4.3 out of 5. They had an average of 4.4 across the process components. On average across both components, adherence increases again slightly for those COMP Workshop Leaders with more than five years of experience as their average across structural components was 4.6, and a 4.4 across process components. There is also low variability across all years of experience.

Results

Quantitative Survey

Out of the structural critical components, Workshop Leaders are distributing the participant manuals with the most fidelity. Of all participating Workshop Leaders, 88% reported that they did this “Most of the time” or “Always.” All Workshop Leaders with less than a year and more than five years of experience reported distributing participant manuals “Always.” Workshop Leaders are leading the Follow-up session with the least fidelity. The survey revealed an average score of 3.4 out of 5. The Follow-up session also had the highest variability in comparison to the other structural components as 20% of Workshop Leaders reported “Never” leading the Follow-up, and 26% said they are “Always” doing it. It is important to note that the average across both structural components pertaining to time (i.e., Follow-up session and facilitating for 18-24 hours) had the lowest averages, both of which fall below the average across all seven structural components.

Out of the process components, Workshop Leaders are having participants write their classroom commitments with the most fidelity. The survey revealed an average score of 4.7 out of 5, with 91% of participants engaging in this component “Most of the Time” or “Always.” Out of the process components, Workshop Leaders are using the comic at the beginning of each module with the least fidelity, however, 50% of respondents “Always” do it. The survey revealed an average score of 4.2.

Quantitative Survey

Table 1

Average Across Structural and Process Components by Question and Years of Experience

N=51		<1 year		1-5 years		> 5 years	
		n=11		n=26		n=14	
	Structural Components	Mean	SD	Mean	SD	Mean	SD
	18-24 Hours	4.4	1	3.8	1.4	4.4	1.2
	Intro and 1-6	4.7	0.7	4.6	0.9	4.9	0.4
	Participant Manuals	5	0	4.8	0.6	5	0
	9-30 participants	4.5	0.9	4.7	1	4.8	0.4
	Follow Up Session	4.1	1.4	3.2	1.6	3.4	1.4
	List of participants	5	0	4.3	1.5	4.8	0.4
	Summary Forms	5	0	4.5	1.1	4.8	0.4
	Total	4.7	0.4	4.3	0.8	4.6	0.3

Quantitative Survey

Table 1 (continued)

Average Across Structural and Process Components by Question and Years of Experience

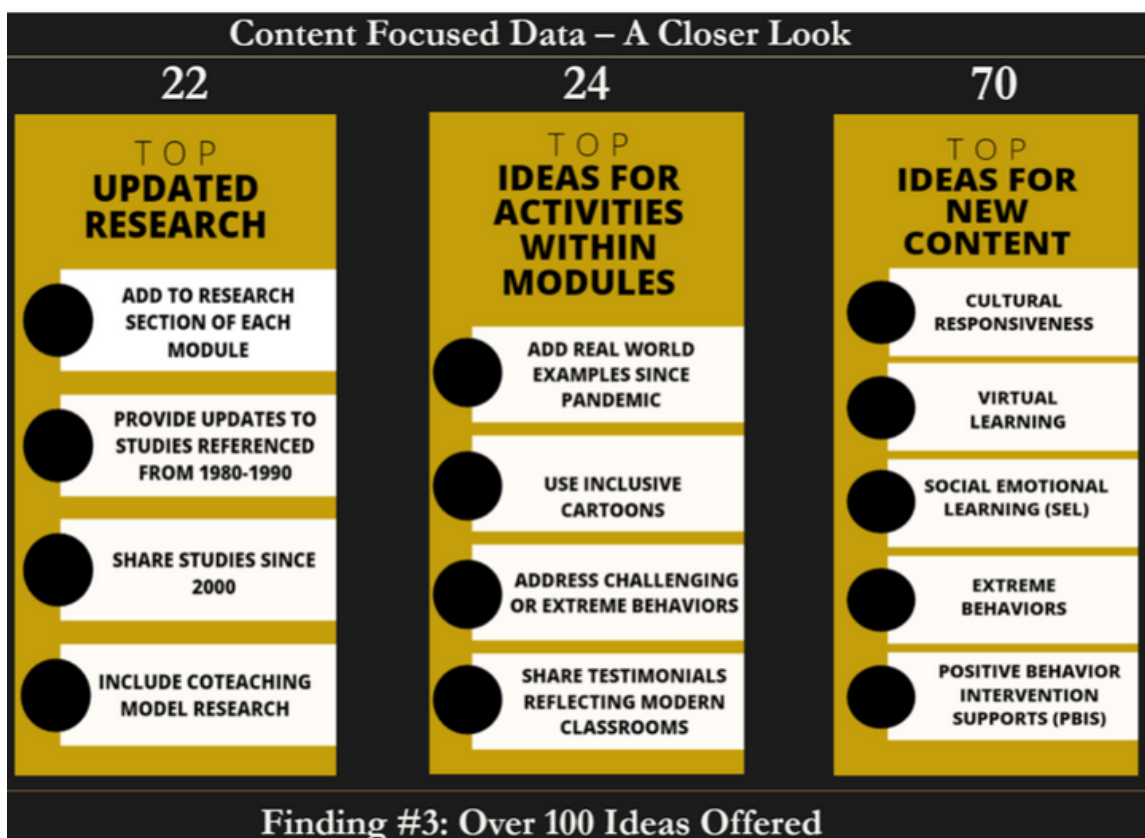
N= 57	<1 year		1-5 years		> 5 years	
	n=18		n=27		n=12	
Process Components	Mean	SD	Mean	SD	Mean	SD
Comic	4.4	0.76	4.0	1.16	4.2	0.83
Prior Knowledge	4.7	0.45	4.4	0.84	4.6	0.51
Rationale	4.7	0.58	4.5	0.75	4.3	1.07
Objectives and Goals	4.7	0.73	4.7	0.66	4.1	1.51
Focusing Checklist	4.7	0.45	4.3	1	4.7	0.65
Research	4.6	0.76	4.2	1.04	4.4	0.90
Classroom Commitments	4.8	0.71	4.7	0.73	4.6	1.0
Total	4.7	0.35	4.4	0.62	4.4	0.51

Results

Qualitative Results

After initial coding of open responses from the Qualtrics survey only, 40 data points on structural adherence emerged, 19 new or updated activities were offered, and 18 specific ideas for new or updated content were revealed. While we expected to learn about COMP Workshop Leaders' challenges or compliance with process and structural adherence concerns, nine subcodes emerged that included topics such as external assistance, non-adherence, and pandemic impact. Suggestions for new content encompassed mostly non-academic themes, focusing on social emotional learning and factors that may impact a learning environment. Figure 13 visualizes the ideas shared by COMP Workshop Leaders from the survey that recognizes a need for educators to have a full understanding of factors outside of academics that are impacting teaching and learning today. A complete list of all ideas suggested from COMP Workshop Leaders and the Level One Workshop participants on content focused data can be found in Appendix E.

Figure 13



Results

Qualitative Results

After coding all qualitative data from all sources, 251 responses were dispersed across the five categories for redesign. Upon review of the results by data source in Figure 10, COMP Workshop Leaders who completed our COMP Fidelity of Implementation & Redesign Survey provided the most robust feedback related to both research questions. Of the 125 snippets of data from survey participants, they shared 147 ideas with COMP about their experiences facilitating workshops. Specifically, survey participants provided the most feedback on content, prescription, business process operations, and technology. Six focus group participants provided 42 points for consideration primarily around business process operations and content ideas. The least amount of feedback gathered was from COMP Level One and Level Two Feedback Forms. From those feedback forms, content focus shared the largest number of redesign ideas for COMP.

Findings

After thorough analysis of all coding decisions, and review of both quantitative and qualitative data, three findings were derived from the redesign categories to answer both research questions.

Figure 14

RQ #	Redesign Category	Findings
1: Implementation	Business Process Operations/ Prescription	COMP Workshop Leaders are implementing most of the expected training components with fidelity. The Follow-up session and use of comic are being implemented with the least amount of fidelity.
2: Redesign	Technology	Limited technology usage hinders both facilitator and participant experience.
1: Implementation 2: Redesign	Content Focus Technology Active Learning	COMP Workshop Leaders and participants are requesting updated content relevant to current classroom challenges more than all the elements of redesign. Active learning continues to be the most useful component of the training elements and few changes for improvement were requested.

Findings

Finding #1

COMP Workshop Leaders are implementing most of the expected training components with fidelity. The Follow-up session and the introduction of the comic are being implemented with the least amount of fidelity.

Our first research question focused on COMP Level One Workshop Leaders' adherence to structural and process components. COMP wanted to know how Workshop Leaders were implementing the training with fidelity. Overall, it appears that COMP Workshop Leaders were generally similar in how they reported their fidelity of implementation. Survey responses were consistent, and averages were high across both COMP structural and process components. The means were above four on a five-point scale for all years of experience for all but one of the identified fourteen critical components. The average for the Follow-up session was a 3.4, which was the lowest out of all structural and process components.

The average across process components was slightly higher than the average across structural components. On average, COMP Workshop Leaders reported completing the Follow-up session (structural component) and comic (process component) with the least amount of fidelity. In the survey and focus groups, some Workshop Leaders shared that they are following up in other ways such as classroom visits, digital check-ins, and embedding it through COMP Level One Workshops, which are also spread out over several months. Workshop Leaders reported not implementing the comic of each module as regularly as the other identified process components. In the survey, we also asked participants how useful they found the comic, along with six other items from the COMP training. As mentioned earlier, respondents could provide one of the following responses: "Extremely useful," "Somewhat useful," or "Not Very Useful." Out of the seven listed components, on average, COMP Workshop Leaders found the comic to be the least useful (overall mean of 2.4). It is important to note that the mean across all seven items was 2.8 so the comic's utility is still within a normal range as Workshop Leaders, on average, ranked all components between 2.4 and 2.8.

Findings

Finding #1

When asked why some aspects of the training are not being implemented, focus group participants described resource constraints, such as time and people, as contributing factors. The Follow-up is designed to occur 12-18 weeks following the initial training, which is often during the middle of the school year. One focus group participant provided even more context noting, “Everything except completes the Follow-up session because sometimes they won’t give you this Follow-up, they’ll say we’ve got to do this because the district requires it. And then teachers don’t have that many in-service days.” One survey participant said, “We do provide follow up coaching.” Another survey participant said, “We have to do a digital check-in as our follow-up due to time constraints.” A few of the challenges related to completing the Follow-up session include competing priorities for schools, lack of substitute teachers to cover while a teacher attends training, and coordinating time and travel for Workshop Leaders who facilitate outside of their district.

Findings

Finding #2

Limited technology usage hinders both facilitator and participant experience.

Finding two is connected to our second research question focused on what should be considered when revising the training manual and modules. Survey and focus group participants report difficulty with facilitating COMP Workshops due to constraints from binder usage. Some COMP Workshop Leaders have difficulty with using two physical binders and offered suggestions for improvement that include digital binders, memes vs comic strips, and side-by-side notes. COMP Workshop Leaders overwhelmingly shared a desire for digital resources and assistance with providing hybrid or virtual instruction.

COMP Workshop Leaders are following the business process operation of distributing the COMP training manual with fidelity but report an interest in improved technology integration to support both COMP Workshop Leader facilitation and workshop participant experiences. Research by Atler as cited by Reijers and Mansar (2005) on Work Centered Analysis for technology posited that task automation and integrating technology aimed at elevating physical constraints in a business process by applying a new technology (like digital binders and resources) may result in a better quality of service.

Findings

Finding #3

COMP Workshop Leaders and participants requested updated content relevant to current classroom challenges more than all of the elements of redesign. Active learning continues to be the most useful component of the training elements and few changes for improvement were requested.

Finding three is also connected to our second research question focused on redesign. COMP Workshop Leaders provided 114 ideas for improvement around the content focus of COMP professional development. In our data analysis, we highlighted the need to break this category down further and learned the content requested was related to 24 activities that take place within the modules, 22 ideas for updated research, and 70 ideas for new content. Figure 13 revealed the top ideas shared by both COMP Level One Workshop Leaders and participants.

Activities. Level One participants want activities that are built from real-life examples and scenarios that include content about classroom behavior challenges presented since the pandemic began. COMP Workshop Leaders agreed and wanted to see content activities that address challenging, extreme behaviors, as well as activities that directly address racial diversity, and that promote more inclusivity in the classroom with intention. They also shared that teachers value time spent in dialogue with one another, and that active learning and engagement structures like role play, which are already a part of the program, help teachers process learning. COMP Workshop Leaders requested that COMP share testimonials that reflected experiences taking place in post-COVID-19 classrooms.

Research. Overall, Level One participants and COMP Workshop Leaders want the research COMP uses in each module to be updated to reflect current classrooms. They also expressed an interest in updated research from studies done in the 1980s and 1990s, as well as anything since 2020, if available. Some COMP Workshop Leaders identify the earlier publication date research provided as “foundational.”

Findings

Finding #3

Content. Finally, Level One COMP Workshop Leaders and participants shared more than 70 different topics they believe COMP should consider when creating new content or modules. Most common content for new topics offered included cultural responsiveness, social emotional learning, virtual learning, trauma informed practices, and addressing extreme behaviors. COMP Workshop Leaders indicated they would like to see the modules and manual updated to reflect content on topics such as SEL, PBIS/Restorative and Culturally Relevant Teaching. Refer to Appendix E to see the full list of content offerings shared by COMP Workshop Leaders and participants. This feedback greatly informs support for research question two (RQ2) by providing a comprehensive list of ideas for COMP to consider when attempting to revise the 10th edition manual to meet the needs of today's classroom environments. COMP's program content plan has been to address critical needs for schools, faculties, and students by helping teachers create a system that is visible, established, monitored, refined, and reestablished. The findings from the survey, focus group, and COMP Levels One and Two Feedback forms show that today's content interests include many new and expanded areas COMP can explore that are relevant to educators in 2022.

Recommendations

Figure 15

Proposed Recommendations for COMP by RQ and Redesign Category

RQ #	Redesign Category	Recommendation
1: Implementation	Business Process Operations/ Prescription	Codify the following "Menu of Options" for the Follow-up session in the 10th edition: In-person, virtual, hybrid, or coaching.
2: Redesign	Technology Active Learning	Integrate technology through digital resources, support, and Flipped PD.
1: Implementation 2: Redesign	Content Focus	Incorporate elements of Culturally Responsive Classroom Management (CRCM) into the process components in each module and explore other relevant frameworks that support culturally sustaining practices.

Recommendations

Recommendation for Finding #1

Codify the following "Menu of Options" for the Follow-up session in the 10th edition: In-person, virtual, hybrid, or coaching.

Research shows that ongoing professional development is one key component to effective PD (Kretlow and Bartholomew, 2010; Darling-Hammond et al., 2009; Svendsen, 2020). It must be sustained and connected to practice (Darling-Hammond et al., 2009). Furthermore, it should be related to other school initiatives (Darling-Hammond et al., 2009).

Follow-up support is one way to achieve that, however, this can vary in its implementation. A few feasible ways to do that are through coaching and reflection. Currently, the latter is already formally incorporated into COMP's Follow-up session. Coaching has been an informal option explored by some Workshop Leaders in one-off situations. As our first finding suggests, COMP Workshop Leaders are not always completing the Follow-up component due to time constraints.

At the onset of the global pandemic, and even now, COMP gave Workshop Leaders the flexibility to conduct their Follow-up session in a manner that was conducive to the school and/or district. As an alternative to an in-person Follow-up session, typically, COMP Workshop Leaders would conduct a virtual Follow-up or employ coaching in schools where that option was already incorporated into the school's structure. However, the current ninth edition of training manuals and modules do not capture or codify the various ways a COMP Workshop Leader can explore those methods. Furthermore, we also want to propose a few new considerations.

Thus, we suggest that COMP formally reimagine the delivery method of the Follow-up session and explicitly provide Workshop Leaders with a concrete "Menu of Options" in the manual. All options should meet the overall Follow-up objective of providing reflection and review after the completion of a participant's initial COMP Level One Workshop. It is important to note that this recommendation is assuming that the Introduction and Modules 1-6 are delivered in the initial training. The Follow-up session would be maximized as time would be spent in review, reflection, and/or coaching and not delivering any new material.

Recommendations

Recommendation for Finding #1

We are proposing the following four “Menu of Options” that COMP Workshop Leaders, in conjunction with school leaders, can elect. Furthermore, we recommend that COMP outline said options in the training manual and create any additional resources to best support schools and districts with exploring each option as well.

1. **In-person Follow-up session** in its original form.
2. **Virtual Follow-up session** in which the content is presented synchronously via a video conferencing platform.
3. **Hybrid Follow-up session** including both asynchronous and in-person activities. The asynchronous component would consist of participants engaging in a self-reflection activity. Similar to the current format of the Follow-up, participants would review the classroom commitments they made during the initial COMP Level One Workshop. To help guide this, it is suggested that there is a pre-recorded video component that outlines how an individual should engage in this process. The second component would entail the COMP Workshop Leader providing a content review of Modules 1-6 and having participants reflect on their application of the said strategies in their classroom environments. This component would allow for collaboration and small group sessions to still occur. Workshop Leaders would determine when and how to deliver the two parts of this option as it could happen either synchronously or in-person.
4. **Coaching model** where COMP Workshop Leaders employ a selected coaching model (i.e., supervisory, side-by-side, and/or Classroom Check Up/Adapted Classroom Check Up) to review and reflect on the participants' application of the Introduction and Modules 1-6 in their specific classrooms. Additional components in this option would include some variation of observation, feedback, goal setting, and modeling. A checklist (Appendix F) of the specific observable teacher actions and classroom environment could be used to help support any observations. The coaching option would be for those districts that have the staff capacity (i.e., coaches or similar roles already exist) and where COMP Workshop Leaders currently work in one of those capacities.

To help schools decide which method works the best for them, we recommend that COMP also create a list of conditions that they feel must be in place within the school setting to ensure that the follow-up experience is optimal for all participants. It will be important to consider the needs of the school and the availability of resources that can appropriately support the selected method.

Recommendations

Recommendation for Finding #1

Research on Reflection

Learning is done through various cycles of reflection, discussion, and experimentation in practice (Svendsen, 2020). Research also suggests that reflecting and making decisions about behavioral change leads to more success of the learned practices (Dunlap et al., 2000; Miller & Rollnick, 2002 as cited in Pas et al., 2016). A capacity for strategic and reflective thinking can lead to teachers taking responsibility for the classroom environment (James and McCormick, 2009). Reflection allows teachers to shift blame from external factors or student characteristics as it requires them to concentrate on their role in improving student learning. Reflection is a part of each module, and is imperative on the larger scale of the program through the Follow-up. Since reflection can be done independently, our suggestion is for COMP to keep this part of the Follow-up session as closely as possible to its original format. Currently, the reflection includes having participants retrieve their written classroom commitments that were crafted during the initial training and indicate which strategies they tried, regardless of their perceived success of implementation. Participants then spend time reviewing their classroom commitments.

Why Coaching

In the context of professional development, coaching can be defined as “providing individual support to teachers after an initial training occurs” (Kretlow and Bartholomew, 2010, p. 280). Multiple staff can serve in this capacity including a supervisor, skilled peer, an external consultant, among other roles. Coaching allows for ongoing support, which is an integral part of effective PD (Pas et al., 2016; Reinke et al., 2012). Coined the “research-to-practice” gap, researchers have identified a need to increase teachers’ fidelity of using evidence-based practices (Abbott et al., 1999, Bulgren et al., 2002, as cited in Kretlow and Bartholomew, 2010, p. 279). Moreover, “one-shot” or initial professional development sessions can be inadequate as they do not provide enough support to maximize fidelity (Garet et al., 2001, Kretlow and Bartholomew, 2010, as cited in Pas et al., 2016; Reinke et al., 2012; Darling-Hammond et al., 2009).

Recommendations

Recommendation for Finding #1

Pros and Cons of Coaching

Coaching has many benefits, particularly when it comes to supporting teachers with their use of evidence-based strategies in their local context and classrooms (Reinke et al., 2008; Reinke et al., 2012; Pas et al., 2016). In a study by Pas et al. (2016), over 90% of teachers felt that students benefited from their work with the coach and that the coach had a positive impact on their classroom. Furthermore, coaching has led to teachers accurately implementing evidence-based practices and improvements in student achievement (Kretlow and Bartholomew, 2010; Reinke et al., 2012; Mitchell et al., 2017). This was a key finding in a comprehensive review of thirteen studies that assessed the impact of coaching on preservice and in-service teachers' use of evidence-based practices (Kretlow and Bartholomew, 2010). One study by Klinger et al. (1999) indicated that teachers found difficulty implementing new practices after professional development due to “not having an in-depth understanding of the practice,” “forgetting how to use it correctly,” or “needing a refresher” (p. 271) due to the complexity of other competing classroom priorities (as cited in Kretlow and Bartholomew, 2010). This quote captures the essence of COMP's Follow-up session as it is intended to provide a review for participants. COMP values the learning process for both teachers and students and acknowledges the role that review sessions can play. As an individualized support, coaching is also intended to provide teachers with an opportunity to self-reflect and get feedback on their application of the learned practices following an initial training (Kretlow and Bartholomew, 2010), which would mitigate some of the challenges teachers in previous studies have named.

It is also important to consider the costs that are associated with coaching. It requires both people and time as there are various components involved to ensure its effectiveness. Staff coaching capacity is also integral as they need to be aware of the COMP content and coaching models.

Recommendations

Recommendation for Finding #1

Models of Coaching

There are varying coaching models that COMP can consider proposing. These include, but are not limited to, supervisory coaching, side-by-side (in vivo), and Classroom Check-Up/Adapted Classroom Check Up (Kretlow and Bartholomew, 2010; Reinke et al., 2008; Pas et al., 2016). All proposed options have been used in a classroom setting.

Supervisory and Side-by-Side Coaching

Kretlow and Bartholomew (2010)'s literature review revealed two dominant models of coaching; supervisory coaching (Joyce and Showers, 1995 as cited in Kretlow and Bartholomew, 2010) and side-by-side (i.e., in vivo) (Blakely, 2001, as cited in Kretlow and Bartholomew, 2010). Supervisory coaching entails a coach conducting an observation of a teacher following an initial training (Kretlow and Bartholomew, 2010). The goal of the observation is to see the teacher implementing the newly learned strategies in their local context (Kretlow and Bartholomew, 2010). During the observation, the coach takes note of the implementation or absence of the specific strategies taught in the prior training (Kretlow and Bartholomew, 2010). Following that, the coach debriefs with the teacher and provides descriptive feedback that communicates strengths and areas of growth in a non-evaluative manner (Kretlow and Bartholomew, 2010). Side-by-side, or in vivo, coaching consists of teachers receiving feedback on their implementation of new strategies in real time (Kretlow and Bartholomew, 2010). The coach is in the classroom during instruction to observe and to provide side-by-side coaching that models specific teaching strategies (Kretlow and Bartholomew, 2010). This allows the teacher to view the newly learned skills in real time and context from a model expert. In this model, the coach can directly intervene to provide a model (Kretlow and Bartholomew, 2010). It is important that teachers are given an opportunity to implement the strategy and receive immediate feedback (Kretlow and Bartholomew, 2010).

Recommendations

Recommendation for Finding #1

Models of Coaching

Classroom Check Up (CCU) Model

The original Classroom Check Up (CCU) model involves a 5-step approach that addresses the need for classroom-level support while also minimizing fidelity of implementation concerns for evidence-based interventions (Reinke et al., 2008). This model expounds upon existing consultation models that were informed by research in social psychology (Reinke et al., 2008). It also incorporates motivational interviewing, which is a counseling technique used to address behavior change (Miller & Rollnick, 2002 as cited in Pas et al., 2016).

The CCU model was inspired by the Family Check-Up, which is an assessment intervention for working with families of children with behavioral issues (Connell et al., 2008, Dishion & Kavanaugh, 2003, Shaw et al., 2003 as cited in Reinke et al., 2008). The CCU model is intended to support classroom teachers with positive classroom management through a consultant and structured process (Reinke et al., 2008). The five components of the Classroom Check Up module include: (1) assessing the classroom, which consists of a teacher interview and observation using a checklist, (2) the consultant providing feedback, including strengths and weaknesses, to the teacher (3) crafting of a menu of interventions that create a positive classroom climate that are collaboratively developed by the teacher and consultant, (4) teacher selecting the intervention to implement and getting ongoing support from the consultant regarding the implementation, and (5) teacher self-monitoring their implementation of the chosen intervention using a procedural checklist (Reinke et al., 2008). Four teachers' use of praise was assessed using the Classroom Check Up model (Reinke et al., 2008). The study showed that teachers' use of praise increased the most following the visual performance feedback and consultation (Reinke et al., 2008). Teacher changes contributed to positive student changes (Reinke et al., 2008). Following the study, all four teachers felt support and consultation were very important and effective (Reinke et al., 2008).

Recommendations

Recommendation for Finding #1

Models of Coaching

Adapted Classroom Check Up (CCU) Model

In another study, researchers made adaptations to the initial CCU model and focused on how the modified model could be used to address culturally responsive management strategies (Pas et al., 2016). This version included additional questions about the Double Check CARES domains, which includes “Connection to the curriculum,” “Authentic relationships,” “Reflective thinking,” “Effective communication,” and “Sensitivity to students’ culture” (Pas et al., 2016). Each of the domains are rooted in the literature on culturally responsive teaching (Gay, 2002; Ladson-Billings, 1995a, 1995b, 2001; Villegas & Lucas, 2002 as cited in Pas et al., 2016). Additional literature suggests the benefit of using culturally responsive management strategies to reduce discipline disproportionality (Pas et al., 2016). Coaching has also been used to support teachers in implementing said practices (Pas et al., 2016).

Using the Adapted Classroom Check Up coaching model, researchers conducted a study with 146 teachers to explore the implementation of the modified model when applied to culturally responsive classroom management (Pas et al., 2016). The coaching provided in the study promoted teachers’ use of positive behavioral classroom management and culturally responsive teaching practices (Pas et al., 2016). They found that teachers felt positively about the four domains (working relationship, coaching process, investment, and benefits) of the coaching model, which indicated how acceptable and feasible the adapted version of CCU is for teachers (Pas et al., 2016).

Taking both studies into consideration, we suggest that COMP potentially explore the checklist inventory used in both studies to see if a similar one could be created for those who explore a coaching model or to simply have another accountability measure that teachers, schools, and/or districts can utilize. See Appendix G for “Components of the Classroom Check Up,” which includes the steps for the original coaching model, and Appendix H for a comprehensive overview of the “CCU Coaching Process,” which is the adapted CCU version that incorporates elements of culturally responsive teaching. The latter could be particularly useful given its focus and connection to our final recommendation.

Recommendations

Recommendation for Finding #1

Limitations with Recommendation

It will be important for COMP to determine a few logistical components associated with this recommendation. We suggest they consider the following questions to ensure the integrity of their program remains intact:

1. How will you know if participants have completed the needed 18-24 hours to be COMP Level One certified?
2. What reflections and/or additional forms need to be completed if participants explore options 3 and 4?
3. Can COMP Level One certification requirements be amended to only include Introduction and Modules 1-6, while strongly encouraging schools and districts to do a Follow-up method of their choosing? If so, how will this impact the integrity of the program?

Recommendations

Recommendation for Finding #2

Integrate technology through digital resources, support, and Flipped PD.

Survey participants requested enhancements in technology be added to the COMP training experience to support ease of facilitation and delivery of content. Studies that have examined the effects of PD that focuses specifically on technology integration acknowledge its potential for increasing teachers' technology skills, comfort with technology, and technology use (Barrett-Greenly, 2013; DeSantis, 2012; Hartsell, Herron, Fang, & Rathod, 2010; Keller, Bonk, & Hew, 2005; Kopcha, 2012; Rives, 2012; Tweed, 2013; as cited by Yurtseven Avci, O'Dwyer, & Lawson, 2020). This recommendation offers three technology-based ideas for COMP to consider: Providing digital access to resources, providing technology support tools to educators during workshops, and including the use of flipped PD as an activity within modules.

Digital Resources

The goal of redesign in a business process is to improve the quality of service delivered (Reijers and Mansar, 2005). Integrating technology through digital resources is a new business process that could prove beneficial to both COMP Workshop Leaders and participants. Beginning with what COMP Workshop Leaders shared in our survey, having access to more digital resources, including the possibility of having a digital version of the COMP manual could enhance workshop facilitation. Some reported having a hard time carrying the binder around which could result in limited reference to it after training. Providing a digital version of at least some information from each module could increase the likelihood of participants returning to review the materials once the workshop ends. Having an option of using digital resources could mitigate some of the challenges COMP Workshop Leaders have faced thus far with paper and the binders as resources. Improving business process operations to include technology through digitizing participant documentation, reduces the lack of documents submitted after workshops.

Recommendations

Recommendation for Finding #2

Digital Resources

In addition to the manual, COMP Workshop Leaders want ideas on how to provide instruction in a virtual learning environment since some districts have virtual schools. Tips for providing virtual instruction could be inserted into each module. For example, when teaching about goals, rules, and procedures in Module 2, we suggest providing examples of goals, rules, and procedures in a digital format that would be discussed virtually with students via Zoom.

The business process model and Work-Centered Analysis from Reijers and Mansar (2005) reminds us that task automation and integrating technology aimed at elevating physical constraints in a business process by applying a new technology may result in a better quality of service. New technology can also change the traditional way of doing business by giving participants completely new possibilities (Reijers & Mansar, 2005). Any practices related to the use of technology integration COMP currently uses could be codified for the 10th edition as a new common practice for all workshops. From our study, COMP Workshop Leaders expressed a desire for digital resources and assistance with providing hybrid or virtual instruction. For TOT workshops that integrated digital tools in practice, COMP Workshop Leaders requested instructions on how to use them as a separate resource list. Also, COMP Workshop Leaders would like videos of classrooms implementing COMP strategies to be included in training.

While COVID-19 forced COMP and the rest of the world to pivot to continue providing quality educational services, consistent technology use for in-person training has not been COMP's norm. Taking into consideration the benefits of tech integration from the business process model, we want COMP to consider this integration for improving overall experiences of training facilitators, ease of accessing resources for workshop participants, and to attend to best practices in high quality technology in professional development. For this integration to be successful, Avci et al. (2020, p.171) suggest that teachers who are exposed to exemplary applications of technology in the classroom develop basic technology skills that will allow them to guide their students.

Recommendations

Recommendation for Finding #2

Technology Support Tools

During virtual COMP Level Two Workshops, various strategies for online learning are modeled by COMP Workshop Leaders like the use of the chat feature, digital hand raising tools, Jamboards, Padlet, and the like. In the survey, COMP Workshop Leaders asked for more support with these tools in a digital format or a document outlining how various technology tools can be used in their classrooms after leaving the training. Studies conducted by DeSantis (2012), Unger and Tracey (2013), and Gerard et al. (2011) each found that providing teachers with classroom applications and good technology integration examples help with building technical efficacy and to improve teachers' PD experiences, especially during the early stages of technology integration (Avci et al., 2020). DeSantis further shared that PD designers can help build teachers' technical efficacy by introducing "new concepts one at a time" and providing reflection time to discuss how this technology tool could be used in the classroom (Avci et al., 2020). Generating a list of tools, discussing how to use the tools as a teacher for instruction, and allowing participants to reflect on its effectiveness are ways COMP can further enhance its workshops. We imagine this as either an additional section in the COMP Workshop Leader's Guide or as an additional component within modules before Classroom Commitments, where selected technology tools used during activities are listed for later review.

Flipped PD

Flipped PD combines online videos with face-to-face meetings (Avci et al., 2020). COMP Workshop Leaders suggested including opportunities to view short videos or access to video links as "examples of what some of the practices look like in action in a real classroom" (Anonymous FOI Survey participant, 2022). The flipped model blends successful teaching strategies with video and audio recordings using digital technologies (Avci et al., 2020; McDonald & Smith, 2013). Providing video options allows participants to watch videos during and after training to practice what is modeled on the videos for their own classrooms. Reviewing videos post-training also allows educators and administrators to work together, to review the nuances of the strategies, and to discuss implementation and application to the teacher's classroom. Replaying the video provides deeper reflection opportunities and further dialogue.

Recommendations

Recommendation for Finding #2

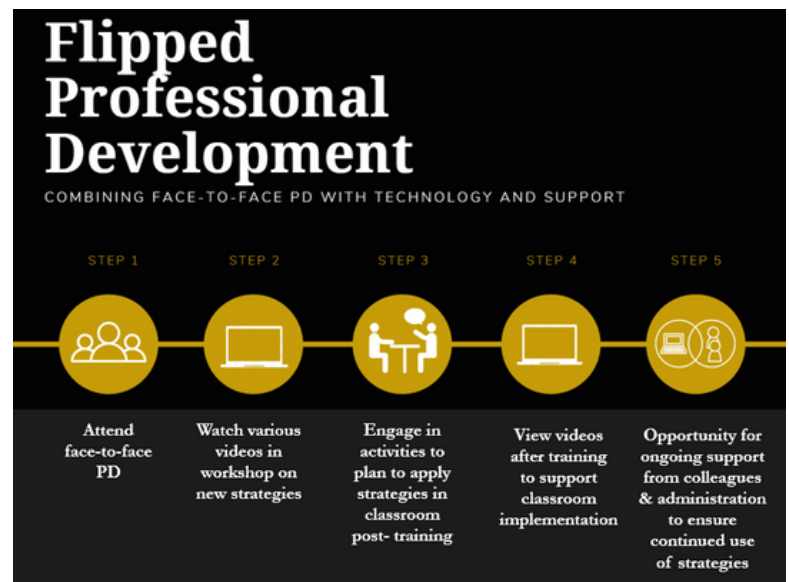
Flipped PD

One focus group participant suggested that COMP take advantage of both their traditional PD plan as well as nuances of technology:

“And so is there any way that we could find a happy middle ground to have some electronic resources that they can reference because they’re there; they have laptops, and we’re trying to teach them to do blended learning. I would like to do blended learning with them in this scenario as well. But it has to be something that they can reference later outside of the workshop as well. So, I don’t know the best way to go around that, but it’s been something that I was wishing we could move forward with for quite a few years now. So maybe this iteration will be the one!” (Anonymous, Focus Group Participant)

This practice can be incorporated into the current training modules somewhat seamlessly. As videos of current classroom management strategies offered by COMP are made available, they could be added to a digital binder. To operationalize and build a library of resources, COMP could consider asking workshop participants to volunteer to record themselves enacting what they learned from training and allow it to be shared and used for reflective discussion during future workshops. The recordings could be viewed by participants during workshops and made accessible once workshops have concluded. Having access to experts and archival resources are among many of the advantages of online PD components (Avci et al., 2020; Dede, 2006). By incorporating Flipped PD practices into its workshops, COMP further supports educator learning and implementation beyond the face-to-face traditional workshop and allows educators an opportunity to review and deepen their learning, which is a focus of effective teacher professional development. Figure 16 illustrates the process of conducting Flipped PD.

Figure 16
Five Steps of Flipped PD



Recommendations

Recommendation for Finding #3

Incorporate elements of Culturally Responsive Classroom Management (CRCM) into the process components in each module and explore other relevant frameworks that support culturally sustaining practices.

For our final recommendation, we suggest that COMP start by exploring new content on cultural responsiveness, the highest category of new content suggestions from both COMP Workshop Leaders and Level One participants. Including activities, research, and content on culturally responsive classroom management in the 10th edition modules and manual will help educators intentionally cultivate safe classroom spaces where culturally diverse students feel valued and supported.

Culturally Responsive Frameworks

Given the feedback for COMP to enhance the content to include more culturally responsive strategies, we recommend that they start by further exploring Culturally Responsive Classroom Management (CRCM) along with two seminal frameworks: Culturally relevant pedagogy (CRP) and culturally responsive teaching. Appendix I illustrates the tenets of each in greater detail. Williams et al. (2022, p.2) argues that “rarely do teacher educators stress to teacher candidates that classroom behavioral expectations should be designed around various cultures (i.e., race, ethnicity, social class, language, etc.) and not the mainstream, monolingual, middle-class, White culture.” Both Gloria Ladson-Billings’ (1995) “culturally relevant pedagogy” and Geneva Gay’s (2002) “culturally responsive teaching” are two seminal works associated with the need for teachers to be more attuned and responsive to the needs of their diverse populations (Williams et al., 2022).

Recommendations

Recommendation for Finding #3

Culturally Responsive Frameworks

Ladson-Billings' (1995) research focused on providing a pedagogy that encompasses academic achievement, cultural competence, and socio-political/critical consciousness. Her work was influenced by previous educational anthropologists including Shulman (1987), whose work mentioned the importance of knowledge of both educational contexts and knowledge of students but provided minimal basis on the significance of culture, and Irvine (1990), who proposed the need for interpersonal context between teacher and African American students to ensure learning, a term she coined "cultural synchronization," among others (as cited in Ladson-Billings, 1995). In a more recent piece, Ladson-Billings (2021) acknowledges the need for the education community to "re-set and revision" the work following the "multiple pandemics" (COVID-19, systemic racism, pending economic collapse, and environmental catastrophe) we are currently experiencing. She stresses the need for educators to truly embrace culturally relevant and sustaining pedagogy during this time and underscores how doing so benefits all students.

Building off Ladson-Billings' work, Gay (2002) proposed the term "culturally responsive teaching," which involves using the cultural characteristics, experiences, and perspectives of ethnically diverse students to better teach them. This philosophy emphasizes the importance of situating academic knowledge and skills within the lived experiences and realities of students. The five key elements associated with culturally responsive teaching include: Developing a knowledge base about cultural diversity, including ethnic and cultural diversity content in the curriculum, demonstrating caring and building learning communities, communicating with ethnically diverse students, and responding to ethnic diversity in the delivery of instruction (Gay, 2002).

Recommendations

Recommendation for Finding #3

Culturally Responsive Frameworks

Ladson-Billings (1995) and Gay (2002) focus primarily on curriculum content and teaching strategies (Weinstein et al., 2004). Expounding upon that work, but with a more intentional focus on classroom management, Weinstein and colleagues (2004) introduced “Culturally Responsive Classroom Management” (CRCM), which “centers the cultivation of students’ learning through academically engaging instruction as the approach to managing behaviors” (Williams et al., 2022, p. 2). Weinstein et al. (2004) argue that a teacher’s lack of multicultural competence can impact classroom management as definitions and expectations of appropriate behavior are influenced by culture. CRCM includes five essential components derived from the literature on culturally responsive pedagogy, multicultural counseling, and caring (Weinstein et al., 2004). These include the teacher’s recognition of their own ethnocentrism and biases, knowledge of their students’ cultural backgrounds, awareness of the broader social, economic, and political context, an ability and willingness to use culturally appropriate management strategies, and their commitment to building caring classroom communities (Weinstein et al., 2004).

Weinstein et al. (2004) outline essential questions that teachers can ask about their students’ and families’ backgrounds and cultures (Appendix J) to better understand their students’ lived experiences. As a note, this list is not exhaustive but does provide a place for COMP to start their work of learning more about the type of reflection that can make their practices more culturally responsive, especially since reflection is already incorporated into the modules.

Recommendations

Recommendation for Finding #3

Culturally Responsive Classroom Management Self-Efficacy (CRCMSE) Scale

Weinstein et al. (2004) proposed that culturally responsive classroom management is a frame of mind that requires teachers to recognize their biases and values and reflect on how this may impact their interactions with their students. However, it is not a list of explicit strategies (Siwatu, 2017). Thus, we suggest that COMP consider how to operationalize the five elements of the framework into their process components and overall module content. We propose they explicitly embed CRCM into their module goals, focusing checklist, and in the listed questions that help teachers create their classroom commitments. Furthermore, we recommend they provide research on the importance of including components of CRCM in a classroom. It will also be important to add content and examples that further illustrate culturally responsive strategies within the context of classroom management. Appendix L and M gives an example of this for Module 1 and Module 4.

Siwatu et al. (2017) expounded upon the work of Weinstein (2004) and colleagues by developing and validating the Culturally Responsive Management Self-Efficacy Scale (CRMSE) (Appendix N). This instrument outlines identifiable behaviors of culturally responsive classroom managers and is intended to improve culturally responsive teacher education (Siwatu et al., 2017). The instrument was developed using theoretical guidelines for constructing self-efficacy scales from Bandura's work from 1977 and 2006 (Siwatu, 2017). Furthermore, the research team conducted a literature review to identify culturally responsive practices, which they then referred to as the CRCM Competencies (Siwatu, 2017). The competencies informed the creation of the self-efficacy items that were also varied by task difficulty.

Recommendations

Recommendation for Finding #3

Culturally Responsive Classroom Management Self-Efficacy (CRCMSE) Scale

Siwatu et al. (2017, p.868) defined CRMSE as “an individual’s belief in his or her capabilities to successfully perform CRCM tasks.” The scale consists of 35 items that require participants to rate their ability to perform specific CRCM tasks by indicating a score from 0 (no confidence at all) to 100 (completely confident). Total summed responses generate a total score. A CRCMSE strength index is then developed by dividing the total score by the total number of items. Construct validity of the Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSE) was obtained with two existing measures- culturally responsive teaching self-efficacy (CRTSE) (Siwatu, 2007 as cited in Siwatu, 2017) and Teacher Sense of Efficacy (TSE) Scales (Tschannen-Moran & Woolfolk Hoy, 2001 as cited in Siwatu, 2017), which suggest that CRMSE is a credible tool for measuring self-efficacy (Siwatu, 2017).

As an instrument that was developed to assess teachers’ CRCMSE beliefs and to help design interventions to increase their CRCM knowledge, skills, disposition, and self-efficacy beliefs, the CRCMSE could be a helpful tool for COMP to consider including in their manual. In addition, we suggest that the behaviors listed in the scale be interspersed and modeled throughout the modules, where applicable. It will be important for COMP to also be mindful of how a teacher’s perceived self-efficacy impacts their ability to implement said strategies. Thus, possibly starting with teachers’ assessment of their own CRCMSE beliefs may be useful.

Conclusion

As a research-based professional development program, COMP is a vital resource for educators who want to create positive conditions for student learning. Consistently maintaining positive relationships between the organization and active Workshop Leaders, and between Workshop Leaders and participants, COMP has found a way to build meaningful and intentional opportunities to better manage classrooms. This capstone project sought to provide supportive data to the conversations already taking place about revisions and continuous improvement efforts. It answered the research question on implementation by sharing, through a survey, how well COMP Workshop Leaders believed they were implementing both structural and process components of Level One Workshops with fidelity. It answered the research question on redesign by providing data, concrete ideas from active COMP Workshop Leaders, and literature to support recommendations for proposed revisions to the 10th edition.

The recommendations to be considered in the 10th edition include: To codify a “menu of options” for the Follow-up session, to integrate technological advancements like digital resources and Flipped PD, and to incorporate elements of Culturally Responsive Classroom Management (CRCM) into process components of the modules. Each recommendation is offered to strengthen an already solid program. Our intention was to provide data and options for direction that aligned with conversations already taking place at COMP. It is our belief that this project’s findings and recommendations will further enhance the experiences of Workshop Leaders and participants, and continue to highlight the important role COMP plays in providing relevant, research-based, and effective classroom management professional development for teachers.

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Appendix

A

Data Collection Timeline Chart

Purpose: This chart contains our timeline, method, participants, and purpose for collecting data for our study broken down by research question.

Research Question	Collection Method(s)	Information Gleaned	Participants	Collection Timeframe
1. How are COMP Level One Workshop Leaders implementing the program with fidelity?	COMP Level One Workshop Leader Qualtrics survey (open-response and close-ended questions).	Self-reported data from COMP Level One Workshop Leaders about their implementation of COMP training.	61 participants (28% response)	July 25-August 22
	COMP Level One Workshop Leader focus group.		6 participants	August 31, 2022
	1 observation of COMP Level One Workshop	Insight into a COMP Level One Workshop.	1 observation	July 27-29, 2022
	Feedback from Level Two "TOT" participants.	Insight into strong and weak features of TOT, which could inform FOI guidance.	69 participants from seven "TOT" workshops	All submitted TOT feedback from 2022 workshops
2. What should be considered when revising the COMP training manual and modules?	10th Ed COMP Edits- Document analysis	Information about current practices for revisions.	N/A	Summer 2022
	9th and 8th Ed COMP Edits- Document analysis			
	COMP Level One Workshop Leader Qualtrics survey	Insight from COMP Level One Workshop Leaders about their opinions, ideas, and experiences.	61 participants	July 25-August 22
	COMP Level One Workshop Leader focus group.		6 participants	August 31
	Feedback from Level Two "TOT" participants.	Insight into strong and weak features of TOT, which could inform redesign.	69 participants from seven "TOT" workshops	All submitted TOT feedback from 2022 workshops
Feedback from Level One Feedback Form.	Suggestions for redesign from a Level One participants' perspective.	19 participants from observed Level One Workshop	July 27-29, 2022	

Appendix B

Email Language for COMP Survey to Participants

Dear COMP Level One Workshop Leaders,

Thank you for your work in keeping COMP's mission of creating positive conditions for learning alive. The purpose of this survey is to help COMP continue providing meaningful professional development experiences for both educators and students, as well as inform revisions to COMP training materials. COMP values your insight and feedback, and wants to learn how you are implementing the training with participants.

As a thank you for completing this 10 minute survey by Thursday, August 11, you will have the option of entering your name into a drawing to be pulled in October for a \$100 Amazon gift card. All responses from this survey will be confidential and aggregated so that no identifiable information will be sent to COMP.

Tracee Wells and Ashley Williams, doctoral students at Vanderbilt University, are helping COMP with these efforts. Please reach out if you have any questions.

*Tracee Wells (tracee.wells@vanderbilt.edu) & Ashley Williams
(ashley.m.williams@vanderbilt.edu)*

C

Facilitator Survey Question Breakdown Matrix

We used a 25-question survey. The survey was broken down into the follow four parts:

- Participant Information
- Adherence to and Feedback on COMP components
- Utility of COMP components and Potential Revisions to 10th Edition
- Interest in participating in focus group and/or raffle

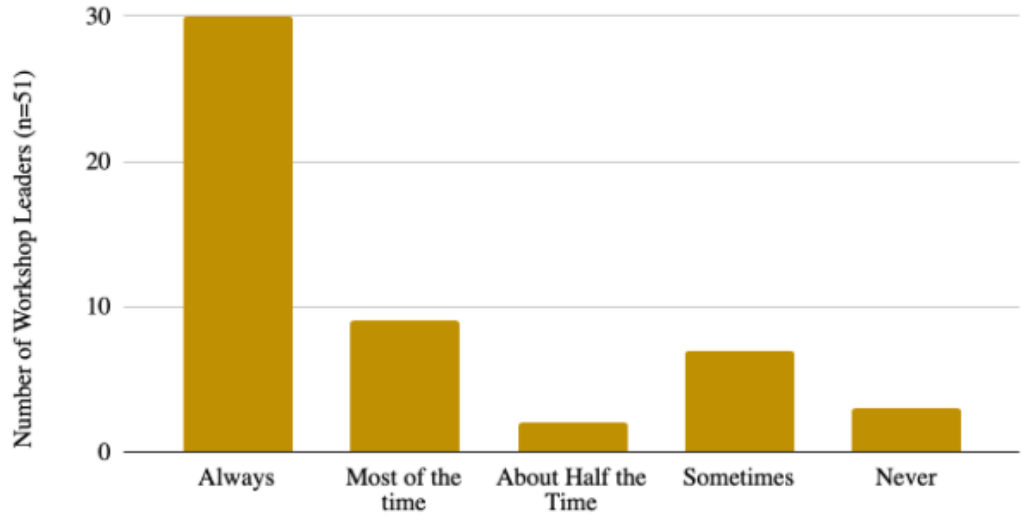
Use of a survey to gain feedback on facilitator experience is the most efficient way to collect data from trainers across the nation. Large amounts of data can be gathered in a short period of time.

Question Number	Section	Question Type	Affiliated Research Question
1-4	Part 1	Closed-ended	N/A
5	Part 1	Open-ended	N/A
6-19	Part 2	Closed-ended	RQ 1
20	Part 3	Matrix	RQ 1/RQ2
21-23	Part 3	Open-ended	RQ 1
24-25	Part 4	Open-ended	N/A

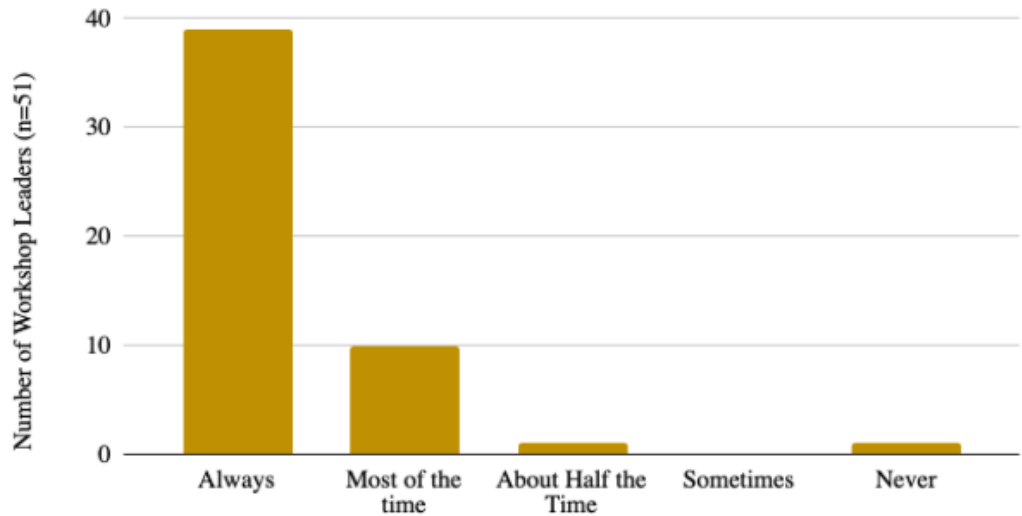
Appendix D

Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

1. When leading or co-leading a COMP Level One Workshop, how frequently do you or your co-leader facilitate for at least 18-24 hours?



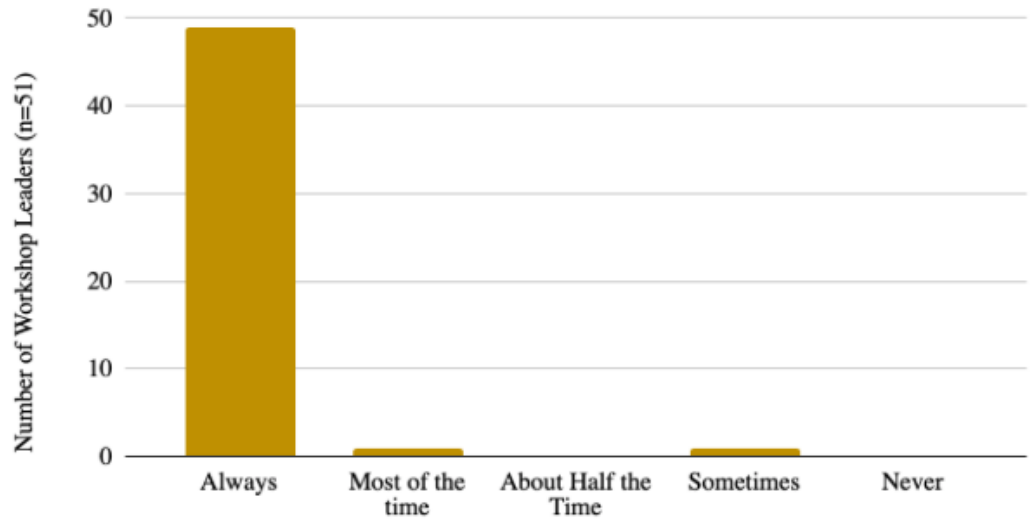
2. When leading or co-leading a COMP Level One Workshop, how often do participants experience the Introduction and Modules 1 to 6?



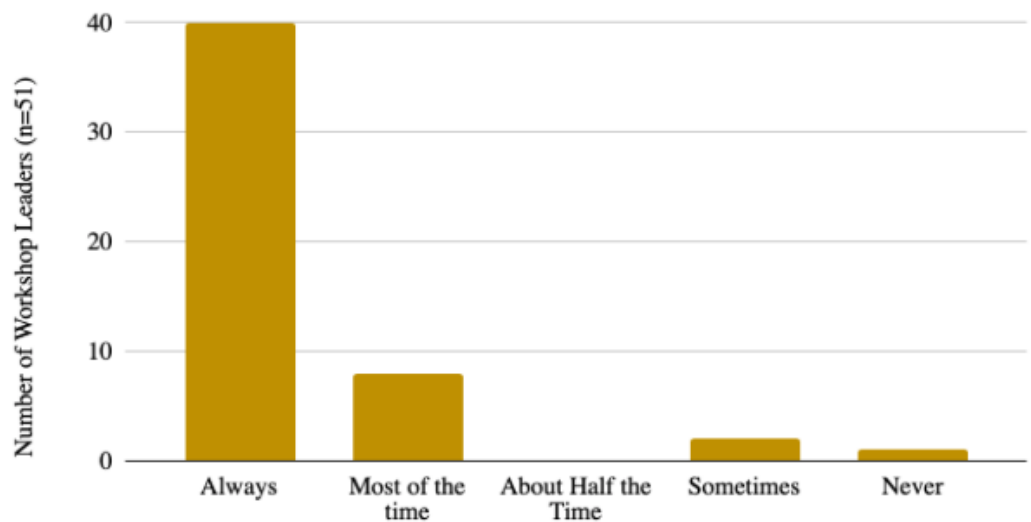
Appendix D

Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

3. When leading or co-leading a COMP Level One Workshop, how often do all participants receive COMP participant manuals?



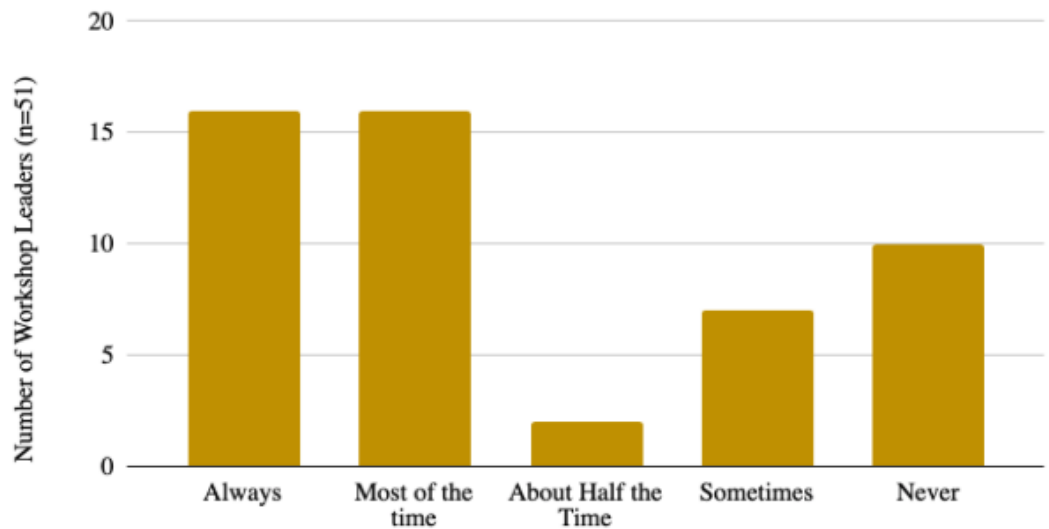
4. When leading or co-leading a COMP Level One Workshop, how often do you have between 9 to 30 participants?



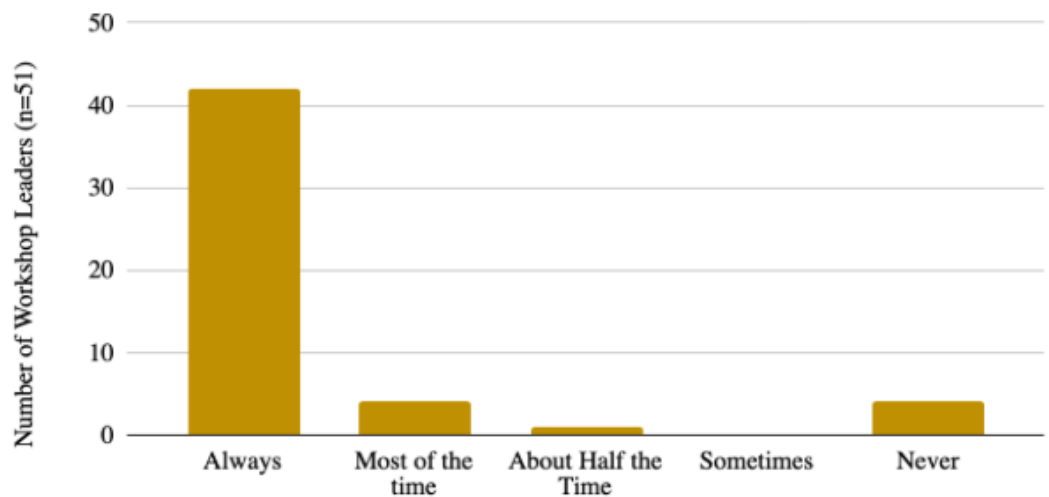
D

Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

5. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader conduct a "Follow-Up" session?



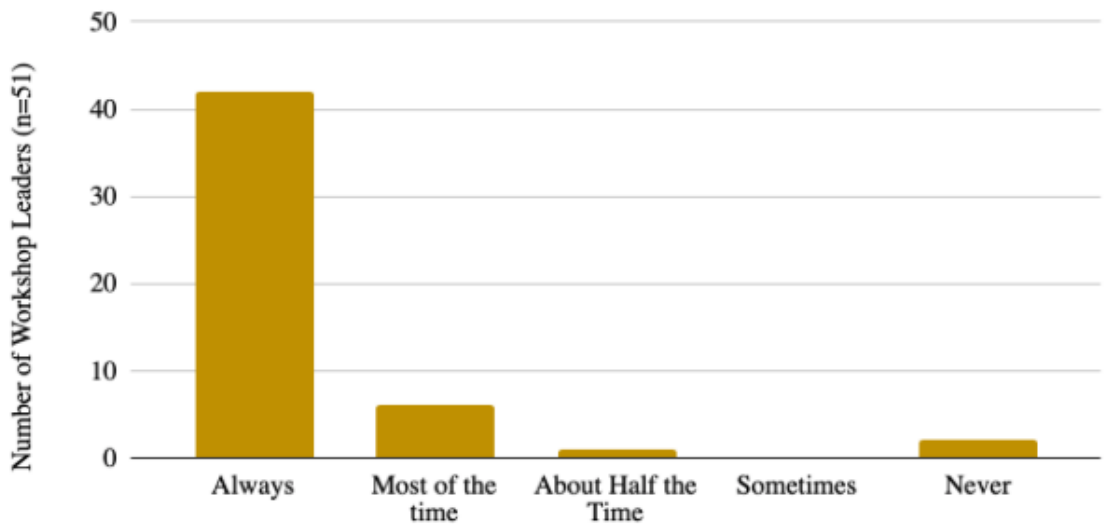
6. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader send a list of participants who have completed the training to COMP (either via email or by mail)?



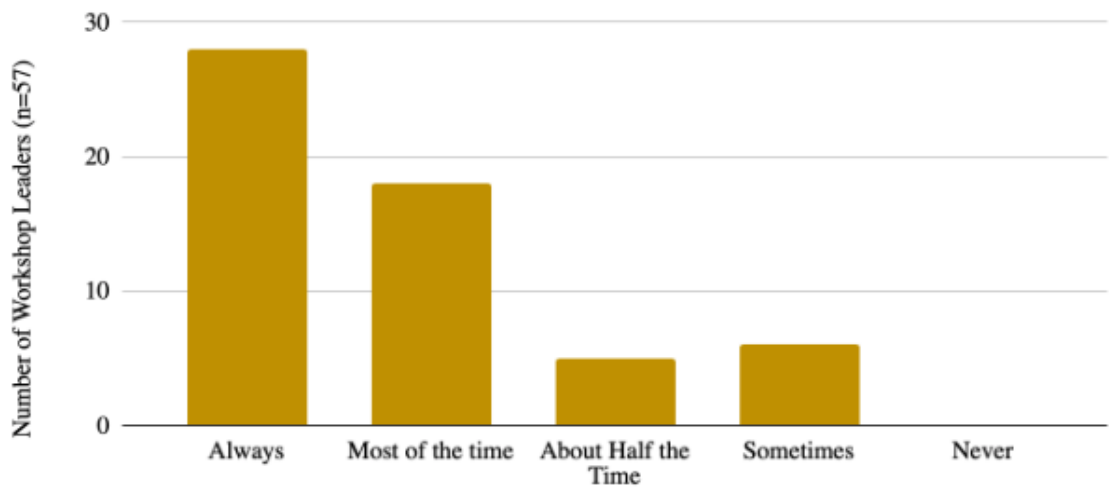
D

Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

7. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader submit workshop paperwork/summary forms (either via email or mail) to the COMP office following the training?



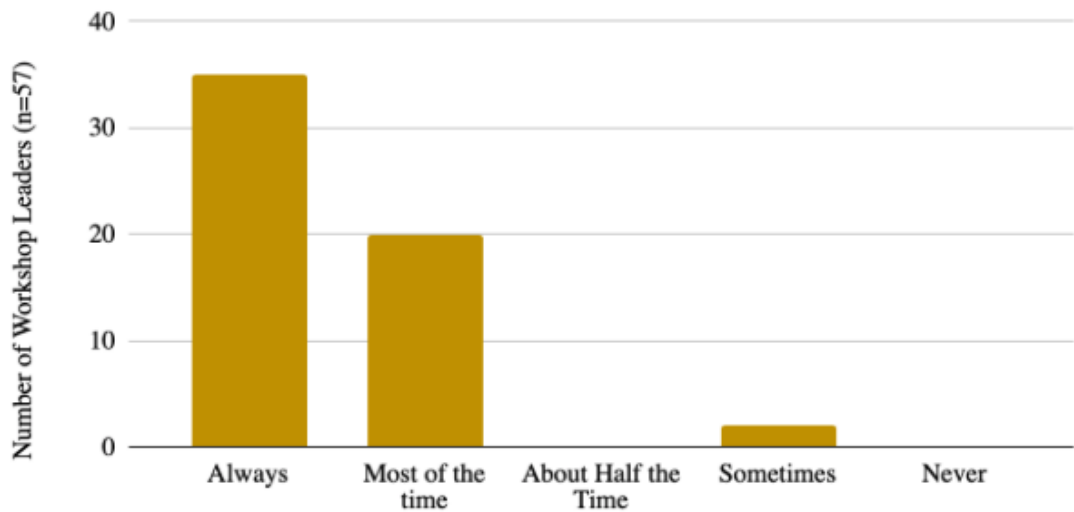
8. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader use the comic at the beginning of each module to introduce and focus participants on the topic?



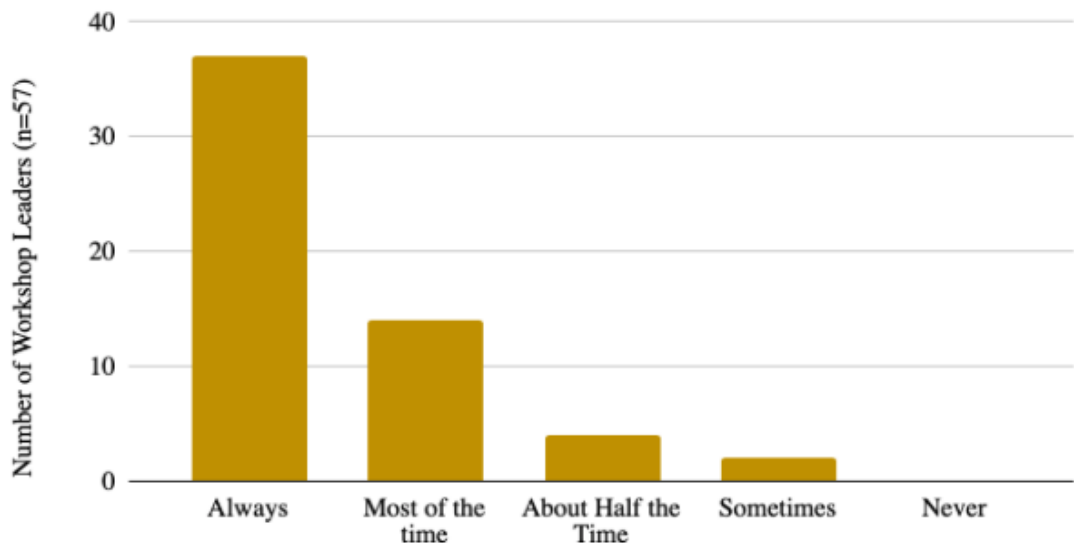
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Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

9. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader try to activate participants' prior knowledge at the beginning of each module?



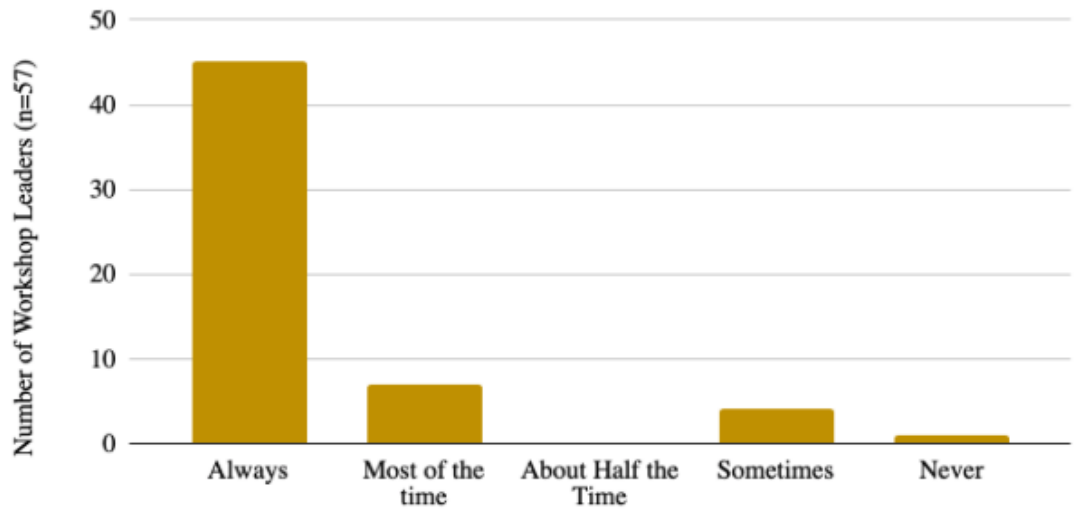
10. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader have participants read each module's rationale?



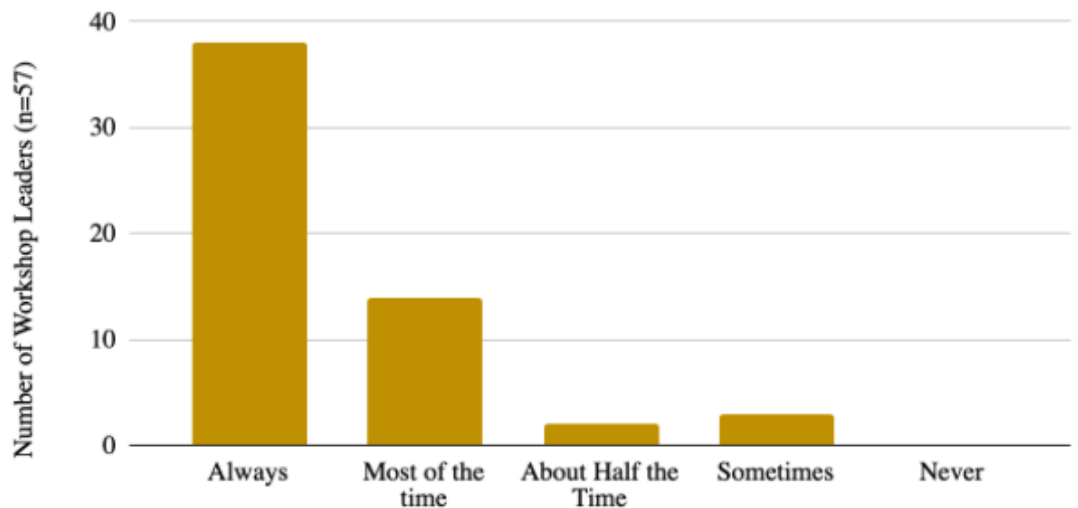
D

Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

11. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader engage participants in an activity in each module to make the objectives/goals clear?



12. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader engage participants in self-reflection at the beginning of each module through the use of the focusing checklist?

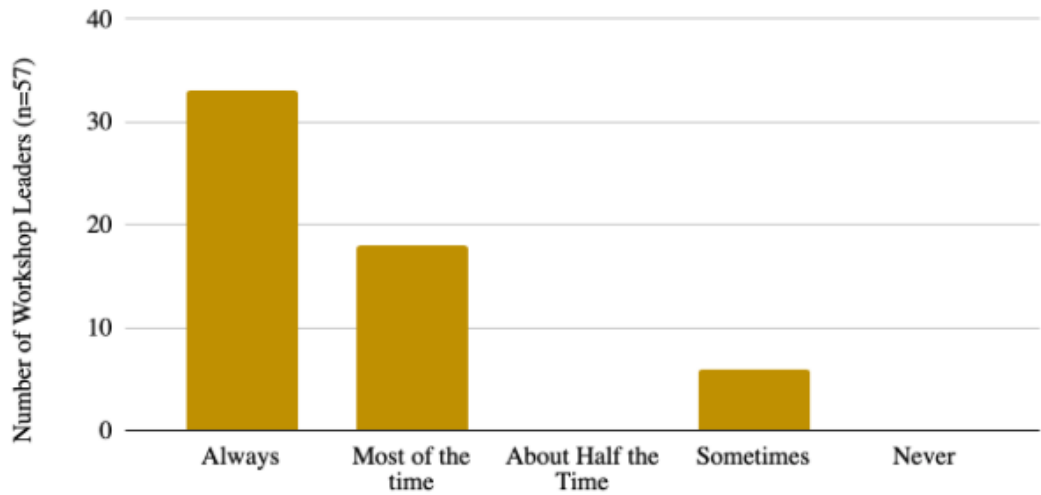


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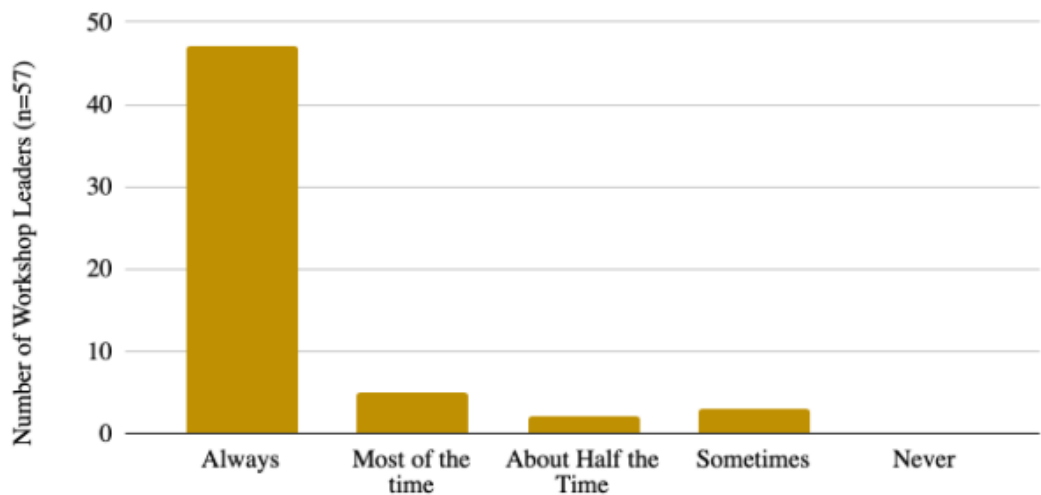
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Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

13. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader facilitate an activity in each module to help participants synthesize the research connected to that module?



14. When leading or co-leading a COMP Level One Workshop, how often do you or your co-leader ensure participants write their classroom commitments at the end of each module?

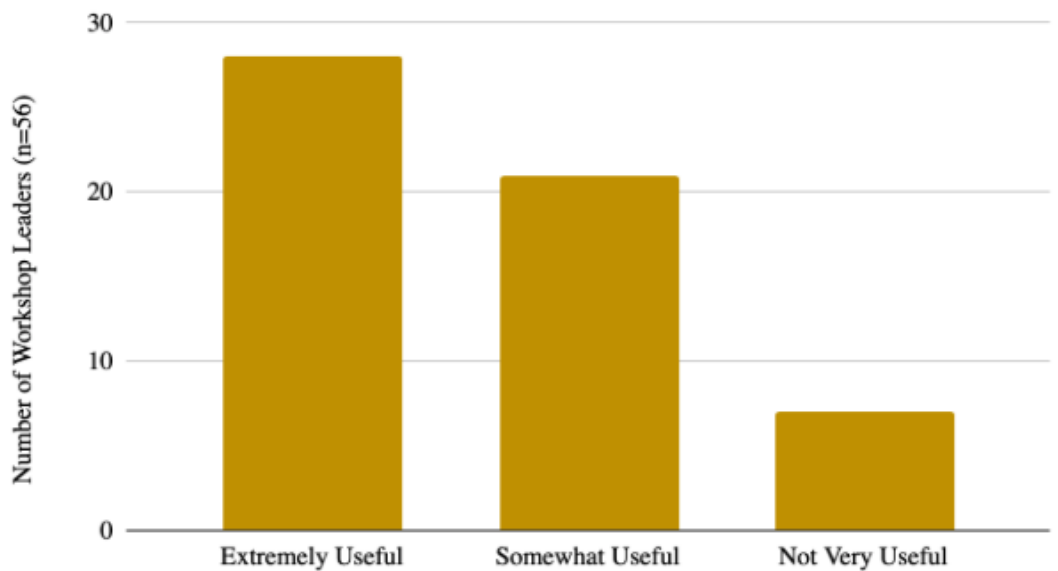


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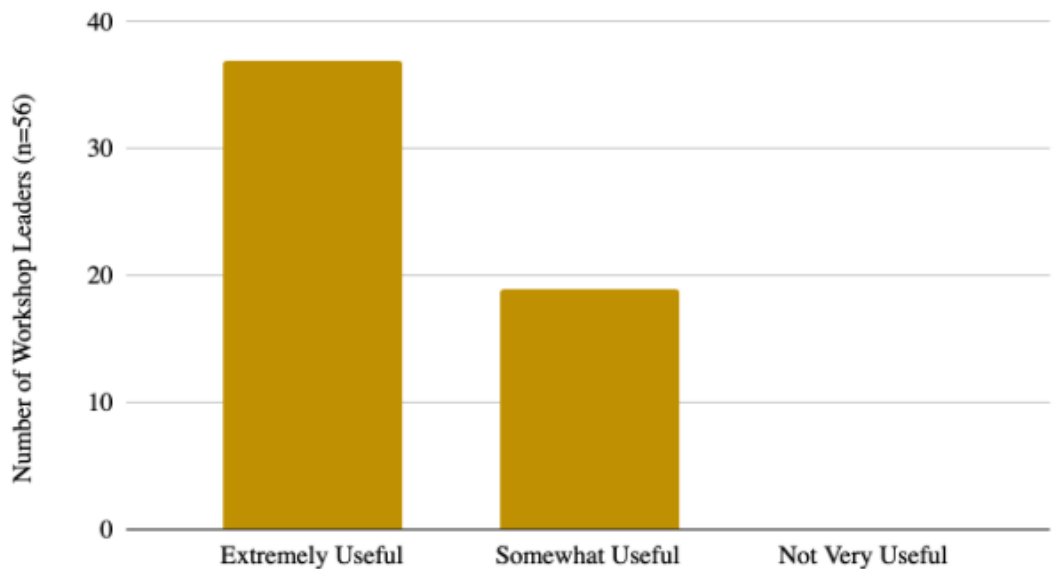
Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

Participants were also asked the following: How would you rate the following COMP components in meeting COMP's training objectives for teacher participants?

15. Use of Comic



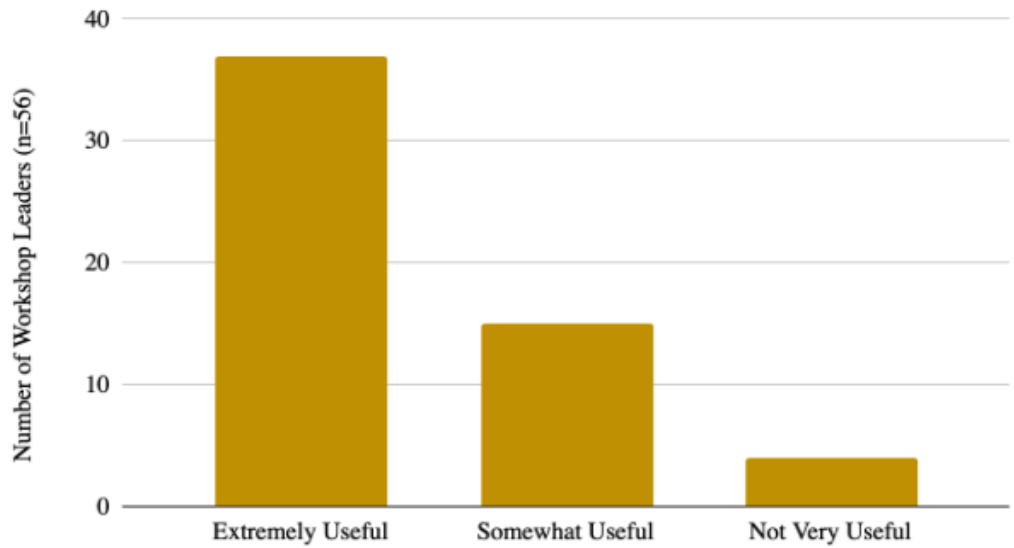
16. Use of Activity to Activate Prior Knowledge



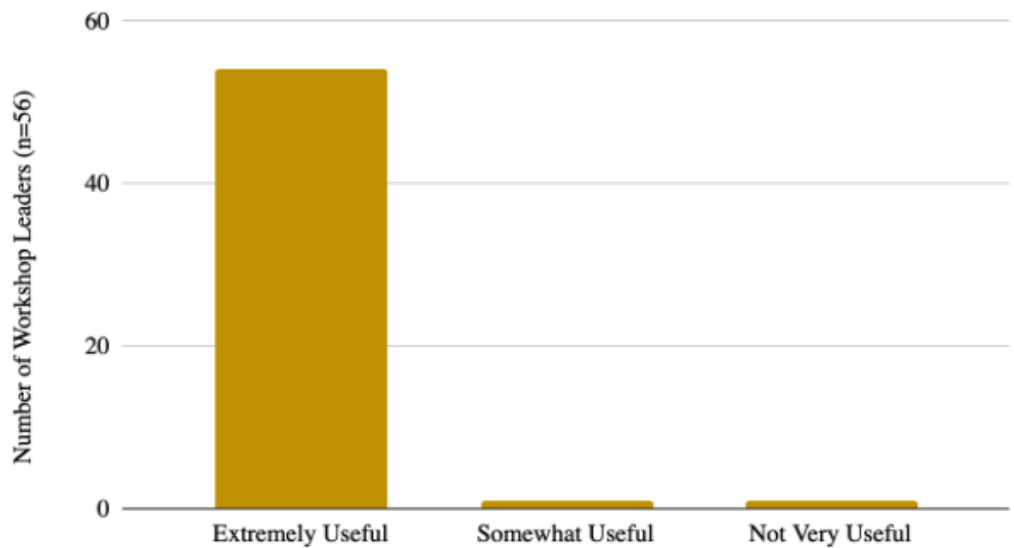
Appendix D

Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

17. Having participants read rationale



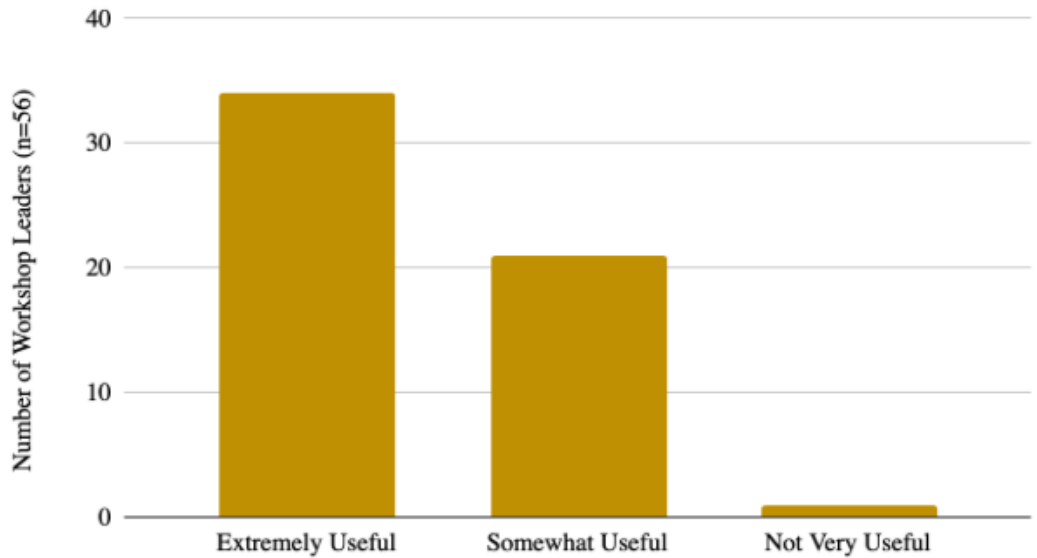
18. Engaging in at least one activity per module



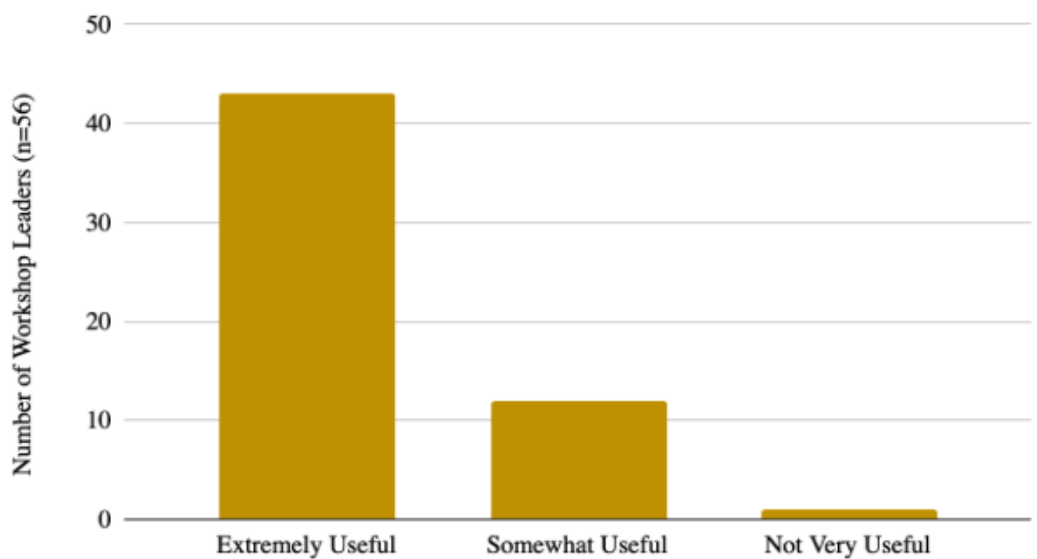
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Closed-Ended Questions and Responses from the COMP Fidelity of Implementation and Revision Survey

19. Using Focusing Checklist



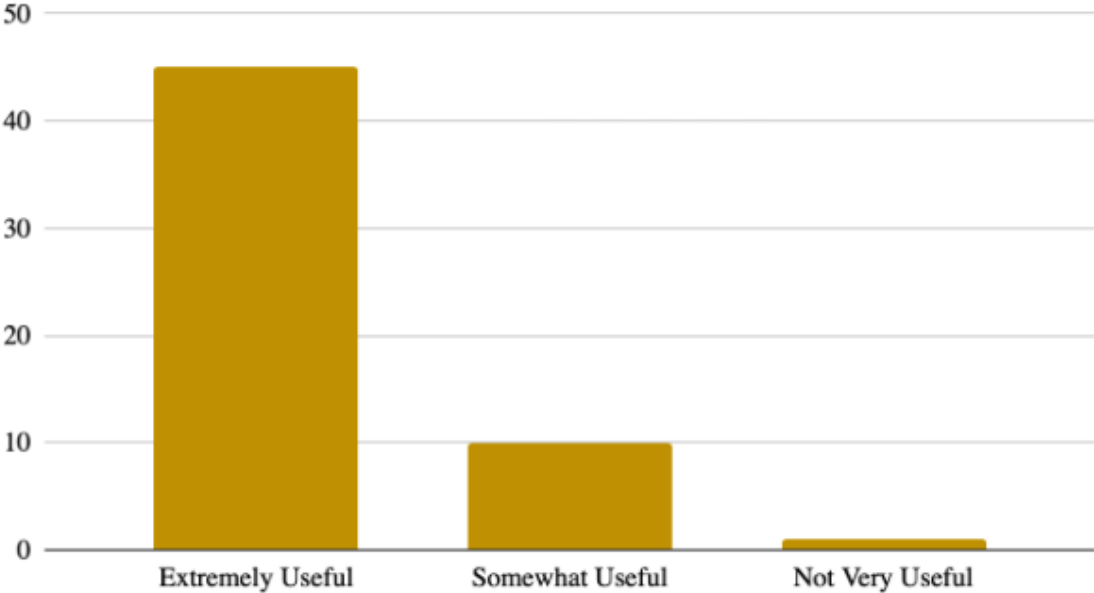
20. Ending activity to synthesize learning



D

Closed-Ended Questions and Responses from the
COMP Fidelity of Implementation and Revision Survey

21. Completion of classroom commitments



Appendix E

Content Feedback Suggestions from Level One Workshop Leaders and Participants

Activities	Research	New Content
<ul style="list-style-type: none"> • Real world examples since pandemic • Update cartoons (nonsexist; address whiteness of the cartoons) • Address challenging or extreme behaviors • Testimonials reflecting modern classrooms • Co-Teaching models • Scenarios • Current trends and issues • Add more content areas in the examples and case studies • Include gender neutral language • More K-1 scenarios and checklists • In general, update scenarios, comics, activities, and research 	<ul style="list-style-type: none"> • Each module • Studies referenced from 1980-1990 • As current as possible • Co-Teaching models • Any updates available since 2000 • Up-to-date facts/research 	<ul style="list-style-type: none"> • Cultural Responsiveness <ul style="list-style-type: none"> ◦ Racial bias ◦ Diverse populations ◦ Cultural awareness ◦ Inclusivity ◦ Culturally competent vocabulary ◦ Managing different cultures ◦ Multicultural nonsexist representation • Virtual Learning <ul style="list-style-type: none"> ◦ Managing hybrid classrooms • Social Emotional Learning <ul style="list-style-type: none"> ◦ Building connections with students • Extreme behaviors <ul style="list-style-type: none"> ◦ Deescalation strategies for Tier 2 and Tier 3 ◦ Behavior strategies for technology ◦ Updates on behavior ◦ Bullying • Positive Behavior Intervention Supports • Trauma (Triggers) • Topics related to current crisis/COVID-19 on school, teaching, and students • Nontraditional teachers • Social media • (Hattie) Student achievement • (Dweck) Universal Design for Learning • Response to Intervention • Multilingual learners • Learning loss • Students with disabilities

Appendix

F

Proposed example of a “COMP Observation Checklist”

The checklist was informed by each module’s “Focusing Checklist.”
Link to the PDF version can be found [here](#).

Module 1				
Goal: To arrange the physical space to set the stage for academic activity and appropriate student behavior.				Notes
Are all students visible from anywhere in the room when the teacher is instructing or facilitating learning?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Can students see all necessary instructional displays without straining or moving their chairs?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Can the teacher and students move around easily through clear traffic lanes not blocked by desks, tables, etc?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Module 2				
Goals: To decide what behaviors are expected and communicate this effectively. To plan and TEACH an appropriate system of classroom rules and procedures to help students meet these expectations.				Notes
Does the teacher have classroom rules?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher consistently enforce ALL of their stated classroom rules?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Do student behaviors occur that are in alignment with current rules and procedures?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher distinguish among rules, procedures and goals?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	

Proposed example of a “COMP Observation Checklist”

The checklist was informed by each module’s “Focusing Checklist.”

Link to the PDF version can be found [here](#).

Module 3				
Goals: To help students understand the value of academic tasks. To develop and implement an effective system to communicate how tasks are to be completed, submitted, assessed, and data used. To help students link their effort to outcome. To help students become accountable and motivated for their learning.				Notes
Does the teacher provide students with rationale for the value of academic task(s)?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Do students start quickly on academic tasks?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Do ALL students complete their assignments and activities?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Module 4				
Goals: To understand why students make the behavior choices they do. To plan and use specific consequences to encourage appropriate student behavior. To plan and use specific intervention strategies to keep a positive lesson focus. To develop and use one-on-one techniques to maintain good student behavior.				Notes
Does the teacher know why students are making the behavior choices they are (e.g. motivation, emotion, academic factors, physical factors, social factors)?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher reward good student behavior, including effort in a variety of ways?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Do students respond appropriately to reprimands or corrections of their behavior?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	

Proposed example of a “COMP Observation Checklist”

The checklist was informed by each module’s “Focusing Checklist.”
Link to the PDF version can be found [here](#).

Module 5				
Goal: To organize instruction to provide learning activities that use a variety of formats and strategies to meet the diverse learning needs of all students in your classroom.				Notes
Are lessons conducted in a variety of formats?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Are students paying attention as the teacher conducts the lesson?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher cover the major concepts planned in a lesson?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Module 6				
Goal: To conduct clear instruction to keep all students engaged and to maintain lesson momentum.				Notes
How often do students understand the presentations and can complete the assignment?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
How often do students understand the assignments and are following the directions?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
How often does the teacher provide examples, anecdotes, visuals, and other sources to support learners with their instruction?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	

Proposed example of a “COMP Observation Checklist”

The checklist was informed by each module’s “Focusing Checklist.”

Link to the PDF version can be found [here](#).

Module 7				
Goal: To plan for a successful beginning and set the stage for a productive school year.				Notes
Does each student feel welcome and safe upon entering the classroom?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher plan for students to feel academically successful at the beginning of the year?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher make behavioral expectations and requirements (rules) clear beginning on the first day and following?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Module 8				
Goals: To teach students to self-monitor their own behavior. To target specific behaviors for change and collect data to verify both the problem and the change.				Notes
Does the teacher intentionally develop students’ social-emotional skills?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher have and use specific techniques for helping students assume responsibility for their own behavior?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	
Does the teacher know school/district policy sufficiently well to enact it under stressful circumstances (e.g., student fighting)?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	

Appendix

G

“Components of the Classroom Check Up” (Reinke et al., 2008)

Step	Components
1. Assess classroom	Teacher interview Classroom ecology checklist Classroom observations
2. Feedback	Consultant provides feedback on assessment findings. Feedback includes strengths and weaknesses
3. Menu of options	Teacher and consultant collaboratively develop a menu of options for intervening to create positive classroom observation
4. Choose interventions	Teacher chooses intervention to implement Consultant provides ongoing support in the implementation of the interventions
5. Teacher self-monitoring of treatment integrity	Teacher monitors daily implementation of the chosen intervention using an intervention procedural checklist

H

“Implementation of Each Component of the CCU Coaching Process” (Pas et al., 2016)

	Not Done	Partial	Full
Initial Interview			
1. Build rapport.			
2. Complete the values card sort.			
3. Complete the interview obtaining information for each question.			
4. Explain the purpose of classroom observations.			
5. Explain next steps to the CCU process.			
6. Explain that the data will not be shared with others.			
7. Schedule time to visit classrooms to conduct observations.			
Personalized Feedback			
1. Explain the CCU feedback form.			
2. Link the data and feedback to the positive behavior support framework.			
3. Link the data and feedback to the CARES framework			
4. Summarize data on feedback form for review with teacher.			
5. Provide examples of teacher strengths and areas in need of attention.			
6. Ask for teacher input throughout the feedback session.			
7. Write down areas to focus intervention on from the menu of options.			
8. Provide advice only when solicited by the teacher.			
Goal Setting			
1. Review action planning process.			
2. Prompt the teacher to identify positive behavior support goals.			
3. Prompt the teacher to identify a goal under CARES heading.			
4. Teacher set a positive behavior support goal.			
5. Teacher set a goal under the CARES heading.			
6. Collaboratively design a plan of action with the teacher.			
7. Ask the confidence and importance rulers.			
8. Brainstorm any possible barriers to the plan with the teacher.			
9. Schedule a follow-up session/observation.			

Appendix

I

Culturally Responsive Frameworks

This table outlines three frameworks on culturally responsive practices that could be useful for COMP to further explore.

Framework	Author	Definition	Key Components
Culturally Responsive Teaching (CRT)	Geneva Gay (2002)	“Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2002, p. 1).	(a) Developing a cultural diversity knowledge base; (b) Designing culturally relevant curricula; (c) Demonstrating cultural caring and building a learning community; (d) Cross-cultural communications; (e) Cultural congruity in classroom instruction (Gay, 2002, p. 1)
Culturally Responsive Pedagogy	Gloria Ladson-Billings (1995)	“A theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate,” (Ladson-Billings, 1995, p. 469).	(a) The conceptions of self and others held by culturally relevant teachers; (b) The manner in which social relations are structured by culturally relevant teachers; (c) The conceptions of knowledge held by culturally relevant teachers (Ladson-Billings, 1995, p. 478).
Culturally Responsive Classroom Management (CRCM)	Weinstein, Tomlinson-Clarke, and Curran (2004)	A frame of mind that helps influence the management decisions teachers make. This framework was created following discussions about how to merge culturally responsive pedagogy into teacher education programs and considering the relationship between culturally responsive pedagogy and classroom management (Weinstein et al, 2004).	(a) recognition of one’s own ethnocentrism and biases; (b) knowledge of students’ cultural backgrounds; (c) understanding of the broader social, economic, and political context of our educational system; (d) ability and willingness to use culturally appropriate classroom management strategies; and (e) commitment to building caring classroom communities (Weinstein et al., 2004, p. 47).

Building Cultural Awareness

Teachers can ask the following questions to help build their cultural awareness about their students' and families' background (Grossman, 1995; Kottler, 1994; Sileo & Prater, 1998 as cited in Weinstein et al., 2004, p. 30).

1. **Family background and structure:** Where did the students come from? How long have the students been in this country? What is the hierarchy of authority? What responsibilities do students have at home? Is learning English a high priority?
2. **Education:** How much previous schooling have the students had? What kinds of instructional strategies are they accustomed to? In their former schools, was there an emphasis on large group instruction, memorization, and recitation? What were the expectations for appropriate behavior? Were students expected to be active or passive? Independent or dependent? Peer oriented or teacher oriented? Cooperative or competitive?
3. **Interpersonal relationship styles:** Do cultural norms emphasize working for the good of the group or for individual achievement? What are the norms with respect to interaction between males and females? What constitutes a comfortable personal space? Do students obey or question authority figures? Are expressions of emotion and feelings emphasized or hidden?
4. **Discipline:** Do adults act in permissive, authoritative, or authoritarian ways? What kinds of praise, reward, criticism, and punishment are customary? Are they administered publicly or privately? To the group or the individual?
5. **Time and space:** How do students think about time? Is punctuality expected or is time considered flexible? How important is speed in completing a task?
6. **Religion:** What restrictions are there concerning topics that should not be discussed in school?
7. **Food:** What is eaten? What is not eaten?
8. **Health and hygiene:** How are illnesses treated and by whom? What is considered to be the cause? What are the norms with respect to seeking professional help for emotional and psychological problems?
9. **History, traditions, and holidays:** Which events and people are a source of pride for the group? To what extent does the group in the United States identify with the history and traditions of the country of origin? What holidays and celebrations are considered appropriate for observing in school?

Appendix

K





Characteristics Found in Culturally Responsive Classroom Management

The following are characteristics of teachers engaged in Culturally Responsive Classroom Management (Siwatu et al., 2017, p. 865)

1. Giving priority to developing and maintaining positive, meaningful, caring, and trusting relationships with students (e.g., Bondy et al., 2007; Brown, 2004; Delpit, 2006; McAllister & Irvine, 2002; Ware, 2002, 2006).
2. Understanding the importance of creating a warm, inviting, supporting, safe, and secure classroom environment for all students and designing a culturally compatible environment that conveys genuine respect of the cultures that are present in the classroom (e.g., Curran, 2003; Ware, 2002; Weinstein et al., 2003).
3. Understanding that students' behavior in the classroom may be a reflection of cultural norms and may differ from the behavioral norms in traditional classrooms (e.g., Brown, 2003; Irvine & Armento, 2001; Monroe & Obidah, 2004).
4. Knowing how to communicate with students' parents/guardians whose language is similar or different from themselves, regularly regarding the student's academic achievement and progress (e.g., Brown, 2002; Irvine & Armento, 2001; Weinstein et al., 2003).
5. Designing the classroom in ways that allow students to visualize themselves in classroom displays (Brown, 2002; Sheets, 2005).
6. Communicating and establishing classroom rules and procedures and describing the consequences of non-compliance. In addition, culturally responsive teachers enforce rules consistently and equitably (Brown, 2002; Ross, Bondy, Galligane, & Hambacher, 2008; Sheets, 2005).
7. Assessing which behaviors are truly unacceptable in the classroom while also remaining cognizant that some classroom behaviors the school culture deems inappropriate may actually be quite appropriate in another culture (Klingner et al., 2005).
8. Setting high behavioral expectations. These expectations include students actively participating in class, working hard to produce high quality work, treating others with respect, and participating on complex cognitive tasks (Adkins-Coleman, 2010; Brown, 2004; Bondy et al., 2007; Ware, 2006).

Example of Culturally Responsive Classroom Management (CRCM)

Example of how Culturally Responsive Classroom Management (CRCM) can be included in COMP Module 1

 MODULE GOAL(S)	 FOCUSING CHECKLIST	 RESEARCH	 CLASSROOM COMMITMENTS
Ex: To arrange the physical space that sets the stage for academic activity and appropriate student behavior, and <u>is culturally reflective of students.</u>	Ex: Can students <u>see themselves</u> in your classroom (eg. books, wall decor, labels, supplies, etc.)?	Ex: Providing <u>research</u> on the importance of <u>cultural representation.</u>	Ex: How will you increase Visibility- Accessibility- Distractibility- <u>Student Cultural Representation?</u>

M

Example of Culturally Responsive Classroom Management (CRCM)

Example of how Culturally Responsive Classroom Management (CRCM) can be included in COMP Module 4

The infographic consists of four vertical panels, each with a circular icon at the top and a text box below. The icons are: a target with an arrow (Module Goal(s)), a clipboard with a checklist (Focusing Checklist), a stack of books (Research), and two hands holding a heart (Classroom Commitments).

MODULE GOAL(S)	FOCUSING CHECKLIST	RESEARCH	CLASSROOM COMMITMENTS
<p>Ex: To decide what behaviors are expected and culturally and communicate this effectively.</p> <p>To plan and TEACH a <u>culturally appropriate system of classroom rules and procedures to help ALL students meet these expectations.</u></p> <p><u>Teach children self-management strategies that will assist them in regulating their classroom behavior.</u> (Siwatu et al., 2017)</p>	<p>Ex: Do you have an effective classroom management plan based on your understanding of students' family background?</p>	<p>Ex: Providing <u>research on the importance of culturally responsive discipline practices and examples of such.</u></p>	<p>Ex: How will you critically analyze students' classroom behavior from a cross-cultural perspective?</p> <p>How will you critically assess whether a particular behavior constitutes misbehavior?</p>

Appendix N

Culturally Responsive Classroom Management Self-Efficacy Scale (Siwatu et al., 2017)

Directions: Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to classroom management. Please rate your degree of confidence by recording a number from 0 (*no confidence at all*) to 100 (*completely confident*). Remember that you may use any number between 0 and 100.

0	10	20	30	40	50	60	70	80	90	100
No confidence at all					Moderately confident					Completely confident

I am able to:

1. Assess students' behavior with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's home culture.
2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant.
3. Create a learning environment that conveys respect for the cultures of all students in my classroom.
4. Use of my knowledge of students' cultural backgrounds to create a culturally compatible learning environment.
5. Establish high behavioral expectations that encourage students to produce high quality work.
6. Clearly communicate classroom policies.
7. Structure the learning environment so that all students feel like a valued member of the learning community.
8. Use what I know about my students' cultural background to develop an effective learning environment.
9. Encourage students to work together on classroom tasks, when appropriate.
10. Design the classroom in a way that communicates respect for diversity.
11. Use strategies that will hold students accountable for producing high quality work.
12. Address inappropriate behavior without relying on traditional methods of discipline such as office referrals.
13. Critically analyze students' classroom behavior from a cross-cultural perspective.
14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson.
15. Redirect students' behavior without the use of coercive means (i.e. consequences or verbal reprimand).
16. Restructure the curriculum so that every child can succeed, regardless of their academic history.
17. Communicate with students using expressions that are familiar to them.
18. Personalize the classroom so that it is reflective of the cultural background of my students.
19. Establish routines for carrying out specific classroom tasks.
20. Design activities that require students to work together toward a common academic goal.
21. Modify the curriculum to allow students to work in groups.
22. Teach students how to work together.
23. Critically assess whether a particular behavior constitutes misbehavior.
24. Teach children self-management strategies that will assist them in regulating their classroom behavior.
25. Develop a partnership with parents from diverse cultural and linguistic backgrounds.
26. Communicate with students' parents whose primary language is not English.
27. Establish two-way communication with non-English speaking parents.
28. Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds.
29. Model classroom routines for English Language Learners.
30. Explain classroom rules so that they are easily understood by English Language Learners.
31. Modify aspects of the classroom so that it matches aspects of students' home culture.
32. Implement an intervention that minimizes a conflict that occurs when a students' culturally based behavior is not consistent with school norms.
33. Develop an effective classroom management plan based on my understanding of students' family background.
34. Manage situations in which students are defiant.
35. Prevent disruptions by recognizing potential causes for misbehavior.