



The Knowing-Doing Gap

▶ Turning Knowledge
into Action

Ten Barriers to Action

(DuFour, Eakers, DuFour, 2005)

1. **Substituting a decision for action.** Believing that a decision made by someone higher in the organization will actually cause people throughout the organization to act in new ways.
2. **Substituting mission for action.** Developing profound and lofty mission statements and then believing that all staff will automatically begin to act in ways that are consistent with the mission.
3. **Planning as a substitute for action.** Doing extensive, strategic planning in place of actually doing the work. Research has found that planning is essentially unrelated to organizational performance.
4. **Complexity as a barrier to action.** Using unnecessary complexity instead of simple language, simple structures, and simple concepts. Does our language obscure issues rather than clarify them?
5. **Mindless precedent as a barrier to action.** We've always done it this way...Are you saying what we're currently doing is wrong? When reactions like this occur, it is important to examine the underlying assumptions and implicit theories that people and the organization hold.
6. **Internal competition as a barrier to action.** Competing with other organizational members as opposed to cooperating makes action is less possible. Interdependence is what organizations need to be all about.
7. **Badly designed measurement systems as a barrier to action.** Using complex or badly-designed measurement systems that focus only on end-of-process measures retards action. Process or "formative" measures also need to be used.
8. **An external focus as a barrier to action.** Focusing on reasons or conditions outside the organization that impede progress or success.
9. **A focus on attitudes as a barrier to action.** Saying that people are not ready for change or that their concerns have not been resolved.
10. **Training as a substitute for action.** Knowledge gained by doing is more powerful than knowledge gained from reading, listening or even thinking. Staff development is used as a strategy to procrastinate.

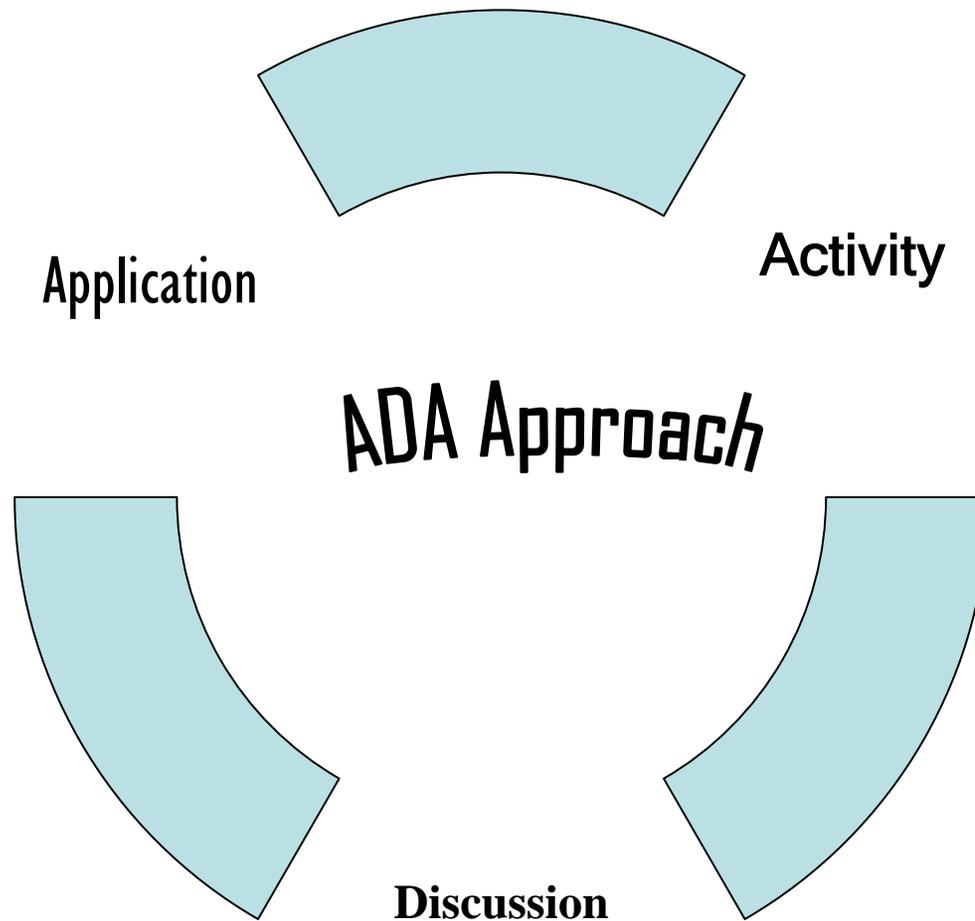
Enthusiasm

	Low	Medium	High
VOCAL DELIVERY	Monotone, minimum inflections, little variation in speech, poor articulation	Pleasant variations of pitch, volume, and speed; good articulation	Large and sudden changes from rapid, excited speech to a whisper; varies intonation and pitch
EYES	Looks dull or bored; seldom opens eyes wide or raises eyebrows; avoids eye contact	Appears interested, occasionally lighting up, shining, opening wide	Characterized as dancing, shining, lighting up; maintains eye contact but avoids staring
GESTURES	Seldom moves arms out toward person or object; never uses sweeping movements; keeps arms at side or folded, rigid	Often pointed, occasionally sweeping motion using body, head, arms, hands, and face; maintains steady pace of gesturing	Quick, demonstrative movements of body, head, arms, hands, and face
BODY MOVEMENTS	Seldom move from one spot or paces nervously	Moves freely, steadily, and slowly	Large body movements; unpredictable, energetic, natural movements
FACIAL EXPRESSIONS	Appears deadpan, expressionless or frowns, little smiling, lips closed	Agreeable, smiling frequently, looks pleased, happy, or sad if situation calls for it.	Appears vibrant, demonstrative; shows variety of emotions and many expressions; broad smile
WORD SELECTION	Mostly nouns, few descriptions, simple expressions	Some descriptors or adjectives or repetition of same ones	Highly descriptive, many adjectives, great variety
ACCEPTANCE OF IDEAS AND FEELINGS	Little indication of acceptance or encouragement, may ignore participant feelings or ideas	Accepts ideas, feelings praised or clarifies, but frequently repeats same responses (<i>good, OK, okey dokey</i>)	Quick to accept, praise, encourage, or clarify; uses many variations; vigorous nodding
OVERALL ENERGY LEVEL	Lethargic, appears inactive, dull, or sluggish	Appears energetic and sometimes demonstrative; mostly even level of energy	Exuberant; high degree of energy and vitality; highly demonstrative

Types of Presentation Goals	<div style="display: flex; justify-content: space-between;"> Content ---- </div> <div style="display: flex; justify-content: space-between;"> Process XXXXX </div>
Awareness	-----X-----X-----X-----X-----
Knowledge Acquisition	-----X-----X-----X-----X-----
Skills Acquisition	-----XXXX-----XXXXX-----XXXXX-----
Attitude Development	XXXXXXXXXXXXXXXXXXXXXXXXX-----
Application	-----X-----X-----XXXXXX

Content: Information, knowledge (gum)

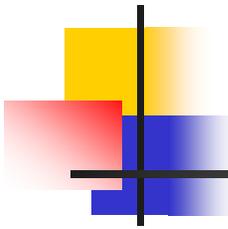
Process: Audience's interaction with the content through processing (discussing, reflecting) and applying the content to their individual situation (chewing)



**Activity/Discussion/
Application Approach**

The ADA formula provides an effective way to structure group involvement activities. That is, first we do an activity. Then, we discuss what went on. How did the participants and observers feel during the activity, and what happened as a result? The final step is to consider application. In other words, how can this activity be applied back on the job? How does it apply to real-life situations?

Creative Training
Techniques
Handbook, Pike,
1994



Boggle

- Each person should write down as many big ideas and important details from today.
- Small teams meet and review their lists with each other. New ideas can be added to individual lists (4-5 minutes).
- Participants then pair with someone from another small group (2 minutes). Each person racks up points using the “Boggle” technique: you earn a point for every idea that the partner *doesn't* have on his/her list.
- Participants return to their small group and tally the team's score. Compute average by dividing total by number of people on the team.

Frayer Model

Essential Characteristics (*Critical Attributes*)

Positive Interdependence
Individual Accountability
Promotive Behaviors
Interpersonal/Small Group Training
Process/Debriefing
Status Expectations
Which objectives are best taught cooperatively

Nonessential Characteristics (*interesting but not essential*)

10 ways to create heterogeneous groups
Counting off in Spanish
Using groups for practice and drill
Classroom routines for cooperative groups
Use of spinners for selecting student participants

Cooperative Learning

Examples

Jigsaw Classroom
Johnson and Johnson Model
Group Investigation
Teams-Games-Tournaments
Complex Instruction
Jigsaw I and II

Non-examples

Classroom grouping arrangements
Letting students always select their own groups
No skill training
No processing or debriefing
One student who does all the work for the rest of the group
Single group grade

Save the Last Word for Me...

(Discussion Protocol)



- Form triads and sit facing each other.
- Read the article and highlight **three** significant ideas from it that you would like to talk about. You should at least have **3** exact quotes.
- One person begins by reading one of the quotations from the article.
(allow 1 minute)
- The other two people in the group have 1 minute **each** to respond to the quote. (2 minutes)
- The person who introduced the quote then has the final word (3 minutes) to explain the key message she/he derived from the quote and to respond to other comments.
- The process begins again with another person sharing a quote from and other people reacting.

A fresh look at follow-up

By Pat Roy

Results, February 2005

Copyright, National Staff Development Council, 2005. All rights reserved.

Follow-up has been a tenet of professional development for over 20 years since Joyce and Showers (1983) found that purposeful follow-up was a necessary component of professional development design. Most articles about follow-up accurately decry the lack of follow-up in school or district-based staff development planning.

One dictionary defines follow-up as "the act of repeating or adding to previous action so as to increase effectiveness." Many activities designated as follow-up are just events that provide additional information. The purpose of follow-up is to reinforce learning about the critical attributes of the new practice. So, designers of staff development must first clearly delineate the expected changes in practice as well as specify the conceptual understandings that need to be acquired through professional development. For example, in cooperative learning, understanding the concept of positive interdependence is more important than learning 12 ways to group students. The focus, therefore, of the follow-up would target understanding the critical concept of positive interdependence along with implementation strategies.

A second consideration when designing follow-up activities is the idea of conceptual redundancy. According to Cohen (1991), conceptual redundancy means offering individuals multiple opportunities to grapple with essential concepts through a variety of learning strategies. In other words, we need to do more than just repeat information; we need to approach the concept in a new manner. If initial training was conducted with a PowerPoint presentation, then subsequent follow-up sessions would use a different delivery mode.

For example, once initial knowledge about a new instructional practice has been provided, follow-up might include:

- Classroom visitation of a master teacher using the new practices along with debriefing;
- Classroom demonstration lessons with a debriefing session;
- Reading an article on the new strategy and discussing it with colleagues;
- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a coach or knowledgeable peer;
- Planning with a study group that focuses on implementing new practices;

- Developing an Innovation Configuration with colleagues;
- Videotaping a lesson and requesting collegial review and feedback;
- Problem-solving implementation issues; and
- Self-assessing new practices using a rubric or Innovation Configuration.

Each activity addresses the same concepts but from different points of view and using different methods. This variety of activities allows educators, with different learning styles, to examine the same critical concepts about new classroom practices in different ways. We know that not all adults learn in the same way. Some require reading about a new practice while others learn best when they can see the new practices in action. Follow-up should provide a variety of approaches in order to maximize the number of people who understand and use new strategies.

A third consideration for follow-up planning is engaging colleagues in the work of understanding and implementing new practices. The kind of follow-up needed to support the use of new practices can be handled by school staff. Such professional work is a building block of a learning community.

Mere repetition does not increase conceptual understanding or use of new classroom practices. A variety of strategies and approaches must be used if follow-up is going to increase teachers' conceptual understanding, the use of new strategies in the classroom, and increased achievement of all students.

Note: Thanks to Parker McMullen for his insight into this issue and his assistance in writing this column.

REFERENCES

American Heritage Dictionary of the American Language (4th ed.). (2000). Boston, MA: Houghton-Mifflin.

Cohen, E. (1991). *Program for complex instruction*. Palo Alto, CA: Stanford University.

Joyce, B. & Showers, B. (1983). *Power in staff development through research on training*. Alexandria, VA: ASCD.

About the author

Pat Roy is co-author of *Moving NSDC's staff development standards into practice: Innovation configurations* (NSDC, 2003).

Problem Solving Format

- Step One:** One person describes the problem s/he is having in great detail. Other people in the group just listen and take notes.
- Step Two:** Other group members now can ask questions to get more information or to clarify aspects of the problem.
- Step Three:** The group brainstorms possible solutions. Brainstorming can mean “off the wall” ideas; at this point, the group is looking for quantity not quality. The person who presented the problem **cannot speak** because they are likely to say, “That won’t work because...” which shuts down creative thinking and brainstorming.
- Step Four:** The group decides which solutions might work within the setting. They discuss pros and cons of each approach and identify the top five most practical solutions. The Presenter is included in this discussion.
- Step Five:** The person who presented the problem now takes all the brainstorming ideas and rank orders the 3-5 ideas that might be used. This ranking allows the person multiple options for resolving the issue.

Follow-up: *n. the act of repeating or adding to previous action so as to increase effectiveness.*

The purpose of follow-up is to

- Reinforce the development of new information and skills
- Gain deeper understanding and proficiency
- Practice using new skills
- Clarify misconceptions
- Apply new information to individual classroom settings
- Problem-solve management or implementation problems
- Design new lessons, units, assessments

According to Robby Champion (2000),

“We need to be sure we are asking the right question. The real design question is most often not, “Is follow-up needed here to achieve the outcomes intended?” but “Of the many follow-up strategies possible, which ones will most likely have significant benefit with the least expenditure of resources?” In other words, which follow-up strategies will have the best return on investment? P.155

From the learning theory perspective, the follow-up phase must vary from learner to learner. Follow-up is always about encouraging the learners to continue to practice until the new learning becomes habituated and is successfully applied on the job!

From the change perspective, good follow-up strategies may be elaborate or very simple, but they always blend support and pressure. They keep up momentum and help trainees through the “implementation dip” of the change process.” P. 151

Killion in her book, *What Works in the Elementary School*, outlined a continuum of follow-up support that spans from non-classroom support to classroom-based support. The ultimate question when selecting a strategy is to determine how much support is necessary to build momentum for implementation and continued usage of new strategies and curriculum.

Non-classroom Follow-up Support		Classroom-based Follow-up Support	
<ul style="list-style-type: none"> • e-mail • phone • web site • listserv • electronic networks 	<ul style="list-style-type: none"> • refresher meetings • conferences • advanced training • newsletters 	<ul style="list-style-type: none"> • demonstrations • co-teaching • observation with feedback • planning sessions • curriculum/lesson/unit development • problem-solving sessions • examining student work • action research 	

What Works in the Elementary School, Killion, 2002

Some other ideas for follow-up (*understanding that all of these will not work for everyone*)

1. Projects to apply learning (unit development, lesson development)
2. Have participants develop an action plan
3. Have principal review action plan and identify areas of support
4. Electronic bulletin boards to solve problems
5. Get peer feedback
6. Reunion in six months
7. Quarterly electronic newsletter with lessons learned from past participants
8. Leave some course parts partially completed for participants to complete on their own
9. One-on-one consultation with trainer
10. Help from mentor
11. Coaching partner
12. Make a job aid/reminder card that can be posted at their work site
13. Opportunity to see expert using technique
14. Additional training
15. Encourage and provide peer coaching in learning teams
16. Development units or lessons in learning teams, implement them, and look at student work
17. Build a "classroom-test" booklet of ideas, lessons, procedures from participants
18. Collegial conversations about content, issues, problems
19. Commitment sheets that outline action steps participants use to implement new strategies
20. Sharing sessions focused on critical components of the new strategy or curriculum
21. Practice new skill in a non-threatening environment with structured feedback from a colleague
22. Reflection groups where members can share their practice and reflect on impact
23. Send pertinent articles to reinforce learning
24. Create support groups of 3-4 participants that meet and help one another back at school. Ask the group to develop an action plan.
25. Action research to explore or validate the new strategy
26. Co-planning, co-teaching, co-reflecting with a colleague
27. Self-assessing new practices using a rubric or Innovation Configuration map
28. Developing an Innovation Configuration with colleagues to use as a self-assessment on the quantity and quality of implementation.
29. Have principals do a 30 day debrief on what participants have applied using the innovation configuration map
30. Videotaping a lesson and requesting collegial review and feedback

Collegiality and Professionalism

Collegiality and Professionalism have been identified by Marzano in *What Works in Schools* as the fifth school-level factor of effective schools. This factor deals with the manner in which staff members in the school interact and the extent to which they approach their work as professionals.

According to research by Fullan and Hargreaves (1996) collegial behaviors include

- Openly sharing failures and mistakes,
- Demonstrating respect for each other, and
- Constructively analyzing and criticizing practices and procedures.

Professionalism includes the sense of efficacy on the part of teachers. Peterson (1994) explains that, among other things, efficacy is grounded in teachers' perception that they can effect change in their schools. To do this, they must be a valued and critical part of the school's policy-setting mechanisms.

This factor has been expanded within school improvement and professional learning programs to include the development of Professional Learning Communities through the use of small learning teams. These teams have been called by many names: Study Group, Learning Groups, Collegial Support Groups, and Professional Learning Teams. The widespread definition for these groups

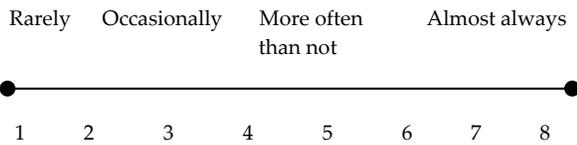
is a small group of peers who meet regularly to support each other's development of new instructional practices and/or curriculum materials. They are used as a vehicle for continuous improvement and job-embedded practice and a method for long-term follow-up and sustained support. The group serves as a tool for transferring knowledge into skills and behaviors that are implemented in the classroom.

Collegial Interactions Survey

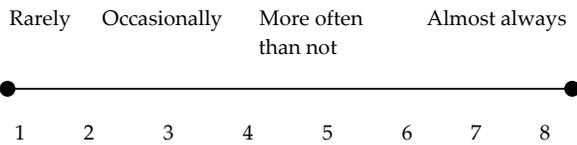
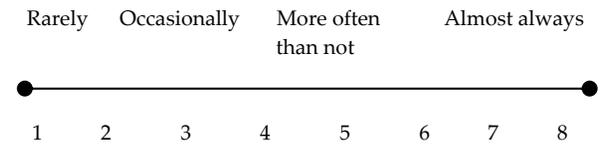
Below are a series of statements concerning collegiality and collaborative planning. On the scale to the LEFT of each statement place an "x" at the point that represents your estimate and perception of the *present* situation in your school. On the scale to the RIGHT of each statement, place an "x" at the point where you believe your school *should be and could be*.

PRESENT SITUATION

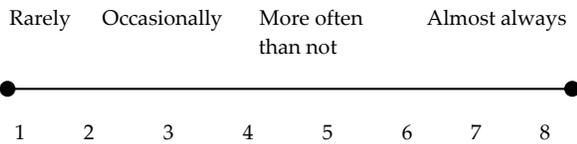
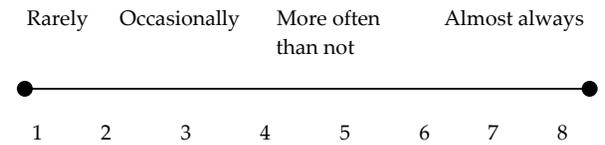
SHOULD BE AND COULD BE



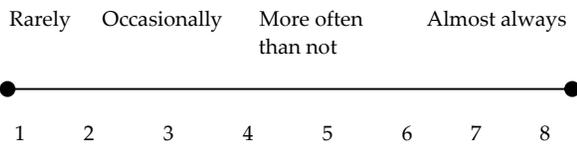
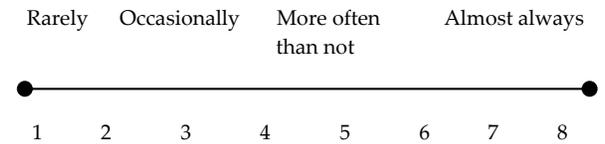
A. Teachers often observe each other in their classrooms and give feedback on instruction.



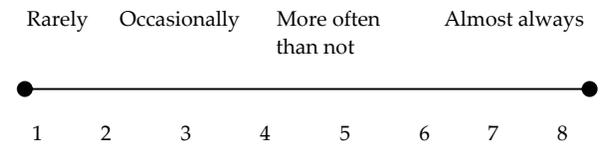
B. Teachers frequently discuss instructional methods and techniques in the lounge, during staff meetings, and after school.

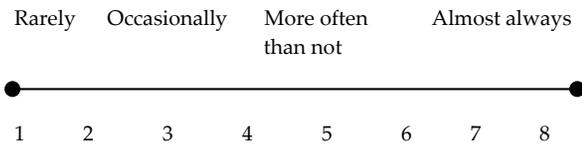


C. Teachers work together to master new instructional methods or strategies.

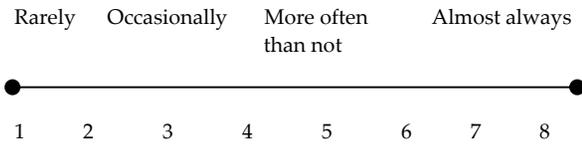
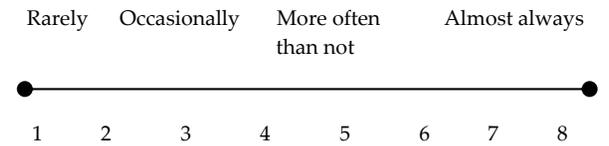


D. Teachers share a common language about instructional techniques and practices.

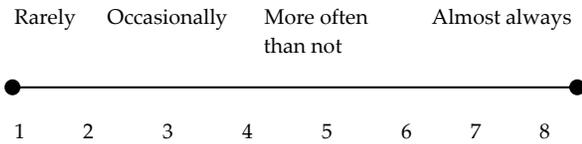
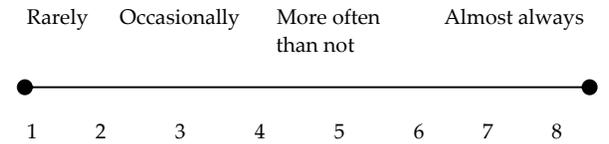




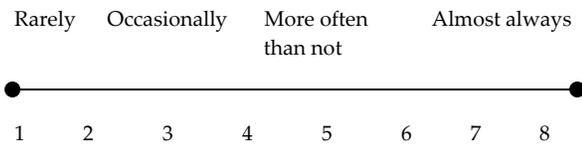
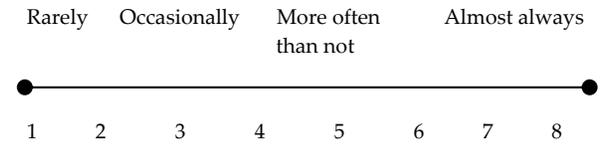
E. Teachers plan and design instructional materials together (quizzes, exams, lessons, units, activities).



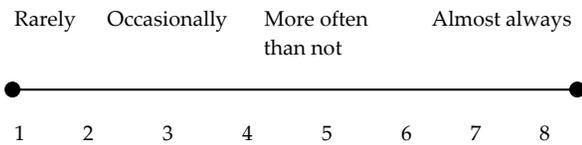
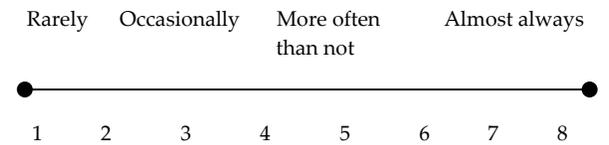
F. Teachers share effective instructional strategies with each other.



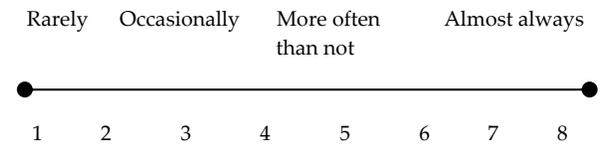
G. Time during staff meetings is devoted to discussing the uses of different instructional strategies.



H. Teachers learn from and with each other.

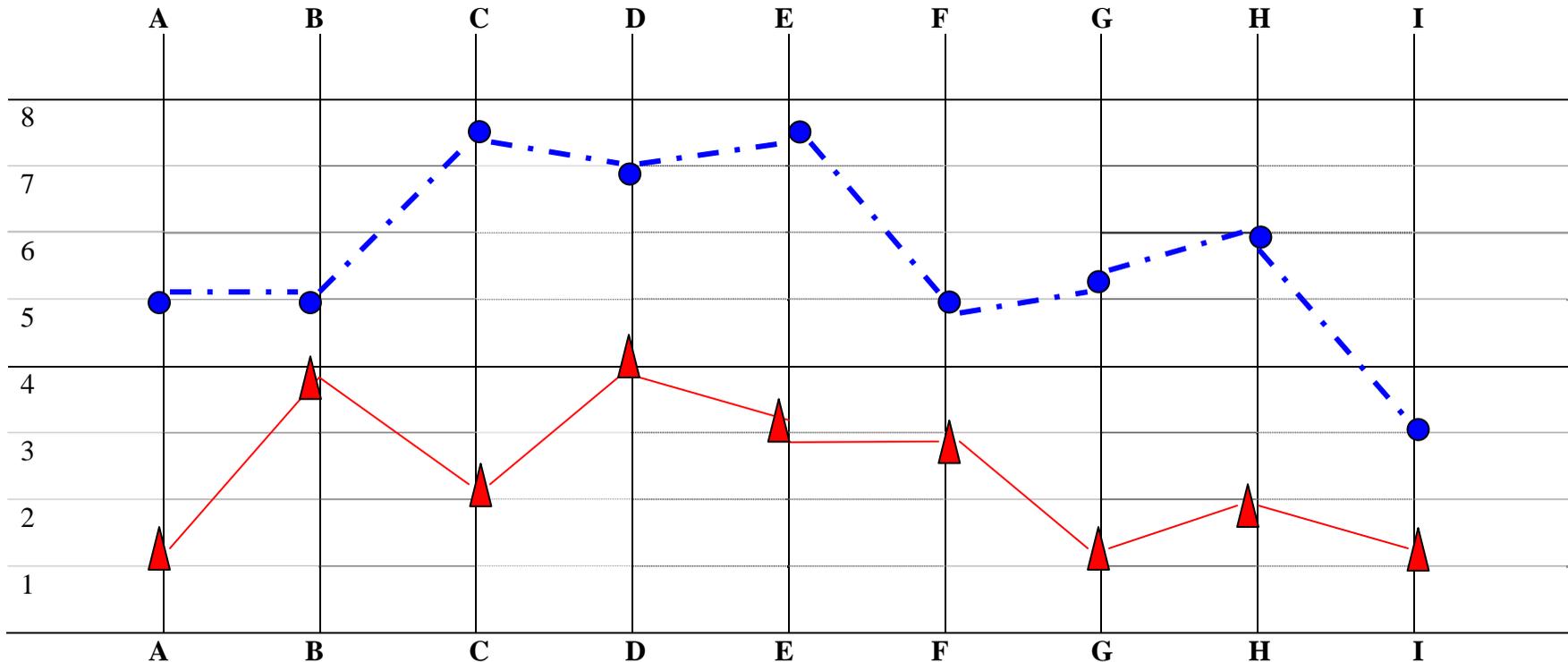


I. Lounge discussions center mostly on instructional practices rather than social concerns or complaints about students.



Scoring

+ In our school, teachers talk and work together to improve instructional practices.



Teachers in our school rarely discuss instruction—the classroom door stays closed.

Place a mark on the letter line that indicates your score for that item. Use one color to represent your score for the present situation.

Use a different color for the score for what should be. Connect the dots to create a line graph.

A line graph can also be created using the average score of people who work within your organization.

STUDY GROUP LOG

Date: _____ Facilitator: _____

Starting Time: _____ Log Recorder: _____

Review of Norms: _____

Attendance:

Topics Addressed:

Summary of Outcomes/Conclusions:

Debriefing of Content and Process of Meetings

Next Meeting Focus: _____

Date/Time _____

Place: _____

Unfinished Business:

Individual Assignments: