

NO FUNDING, LITTLE TIME — HOW CAN WE DO FOLLOW-UP?

by Maureen Dombrowski

**“Training without follow-up is malpractice.”
Joellen Killion, National Staff Development Council**

The CRISS workshop evaluations were great! The 25 participants were energized. They were eager to begin using strategies learned during the training.

Fast forward in time to six months after that initial training. Many of those same enthusiastic teachers may greet their CRISS facilitator with requests for a follow-up training, a refresher course, or ideas to take implementation to its next level. Others of these participants may be using few, if any, of these student-centered strategies. What can be done to sustain that initial interest and commitment to the principles of Project CRISS?

Although time is scarce, options for meaningful follow-up do exist. Even if a school is on a tight budget, some refresher opportunities are available at absolutely no cost! Follow-up activities are listed below from least to most expensive options


FREE

- Participant’s “Note to Myself.” At the end of the initial workshop, ask teachers to write a letter to themselves on the following topic:
Describe how you plan to be

Note to self

Describe how you plan to be implementing CRISS principles, strategies when you receive this note in the future.

Explain why you plan to do so.



Be sure to write your name and school on the front of this form.

implementing CRISS principles and strategies when you receive this note in the future. Explain why you plan to do so.

Ask each participant to write his or her name and school address on the front of the note. The local CRISS facilitator then delivers these “self-created action plans” to participants several months after the training.

- Brown bag CRISS discussion groups. These are once-a-month learning clubs that meet for breakfast, lunch, or after school. *(Some states offer professional growth credits toward re-certification for such documented, regular networking.)*
- Peer coaching using videos
- Local CRISS web site containing teacher-created materials, lesson plans
- Personal professional growth/evaluation plans that focus on Project CRISS implementation
- Recognition and support from administrators

PENNIES

- Up-dated participant lists of all CRISS-trained teachers to promote networking
- “Best of CRISS” teacher-created materials booklet
- Newsletters
- Professional articles

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- Substitutes provided for one period while one teacher observes another colleague

- Additional workshop day for teachers to create materials for their classroom use
- Pizza lunches provided by the school during lunch periods once each semester for CRISS-trained teachers to come together and exchange ideas, experiences, materials
- Summer curriculum writing workshops

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- CRISS luncheons on school institute days scheduled **between** required meetings
- Stipend or salary schedule credit for additional CRISS training during the summer
- Outside speakers, consultants
- Professional library materials

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- Release period for reading staff to serve as facilitators for content area teachers
- Release period for content area CRISS-trained staff to serve as liaisons. These liaisons are released from supervisory duty, such as study hall, to work with other CRISS-trained teachers in order to demonstrate strategies, plan lessons, develop materials, and co-teach lessons.

Meaningful follow-up options exist to fit every school district's schedule and pocketbook. Although available time and budgets may vary, one factor remains constant to ensure successful follow-up—creative professionals who are dedicated to improving student learning through Project CRISS.

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