

Brief Descriptions of the Clinical Practice Model Resource Manuals

Our first book on the subject, *Curing Student Underachievement* was published in 2012 and describes the application of the medical model of clinical practice to education. Since then, nine *Resource Manuals*, each with multiple parts has been prepared to support the implementation of clinical practice. The first manual provides the scientific background for understanding and working within the district and school organic systems (CPC). Educators learn what comprises each system and how the system interacts with others to impact student and adult learning. Teachers and administrators are empowered to use this knowledge to diagnose concerns, create intervention strategies, and measure improvements.

In *Resource Manual Two* approximately 700 VSPI are described as the measured interactions of stakeholders engaged in activities within and among district and school levels. These descriptions expand scientific understanding of the multi-dimensional nature of districts and schools. Many examples of VSPI use in each CPC and the use of VSPI Clusters that often cut across multiple CPC are provided to build understanding and improve diagnostic skills.

Resource Manual Three provides detailed instructions to guide teams and district and school performance improvement coordinating councils through the four phases of the clinical cycle. The manual provides strategies and worksheets that direct teams through the diagnostic funnel during the discovery and solution scenario phases. Additional worksheets, team strategies, and training workshops guide teams through the Implementation and Assessment and Revision Phases. By following these protocols, teams accelerate adult learning and report to colleagues

what prescriptions were successful in improving organization, employee, and student performance.

Resource Manual Four provides additional guidance to team formation, preparation, and the establishment of the qualities for successful team performance. This manual addresses concerns about how the process of performance improvement should be managed school-wide and district-wide to implement effective prescriptions that accelerate adult and student learning. The *Team Reporting Workbook* and the *Handbook for Performance Improvement* are used to manage team work and the communications among teams to support performance improvement.

Resource Manual Five introduces the art and science of clinical practice. Here, the content knowledge needed to operate districts and schools is integrated with the factors that contribute to appropriate and timely decisions. The manual presents nineteen diagnostic instruments developed for district and school use and explains how job descriptions of “line” employee positions, evaluation instruments, and CPC performance indicators can be organized to facilitate improvements in performance health. Many strategies used by teams to diagnose performance problems and select prescription options have been included.

Resource Manual Six provides a rationale for clinical practice use in districts and schools and details how to effectively implement advanced protocols, strategies, and instruments. The manual includes a brief history of attempts to encourage innovations in grades PK-12 education, and how clinical practice in education became the model for districts and schools that wanted to see achievement results worthy of the money spent. Also found in this manual are descriptions of completed strategies and activities that are used to benchmark raising performance health

progressively from chaotic to inconsistent, from inconsistent to consistent, and from consistent to optimized levels.

Resource Manuals Seven and Eight contain case studies of districts and schools that have used clinical practice to improve district, school, employee, and student performance. Clinical practice was adopted and used in most situations as a general performance improvement process; however, in a few cases it was used to solve very specific problems. The case studies describe how clinical practice brought about performance improvements at school board, superintendent and CSA, principal, teacher, and student levels.

Manual Nine contains the clinical practice training program and includes beginning and advanced level courses needed to start and sustain clinical practice for significant performance improvements in a short time period. Each course contains a title and brief description, outcomes expected, content to be covered, workshop activities, resources and materials to be used, assessment instrument(s) used during and/or at the end of the course, and a description of how what was covered in the course will be used on-the-job.

Examples of actual diagnostic instruments, data sheets, and reports for each of the instruments described in *Resource Manual Five* are included in *Resource Manual Nine*. These are used in association with the beginning and advanced levels of clinical practice training.