# Managing Change

Professional Learning 101 Session 1A
Show Me PD Conference
2015

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# MISSOURI PROFESSIONAL LEARNING GUIDELINES

*for student success*

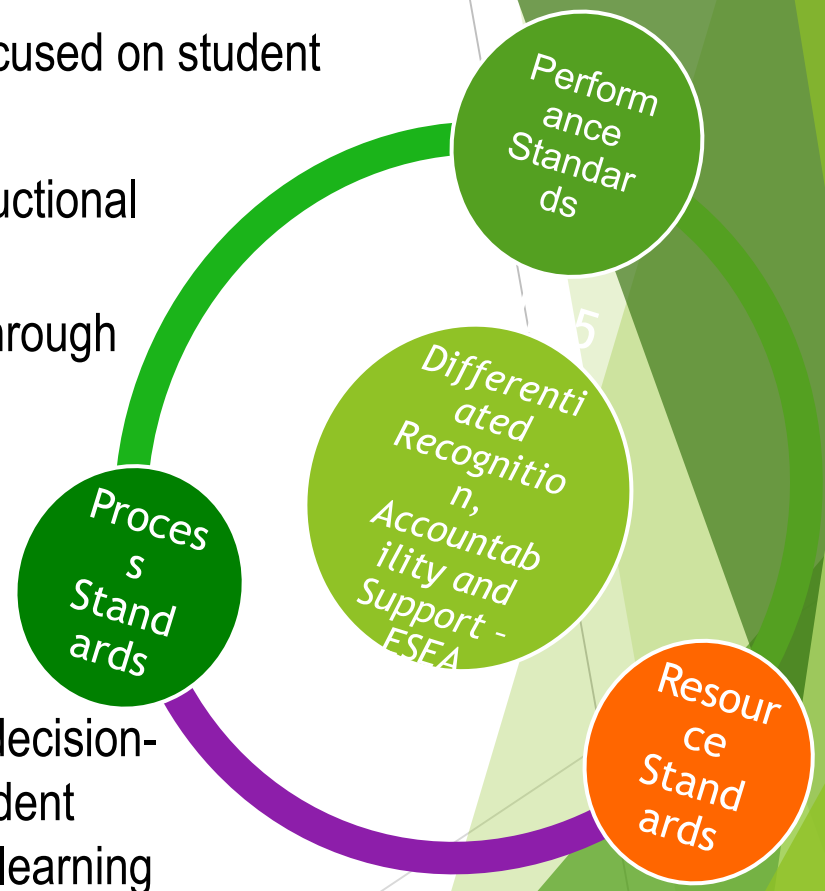
Professional Learning…..the Global Positioning System (GPS) that enables schools to reach that final destination….high levels of learning for all students.

Fall 2015

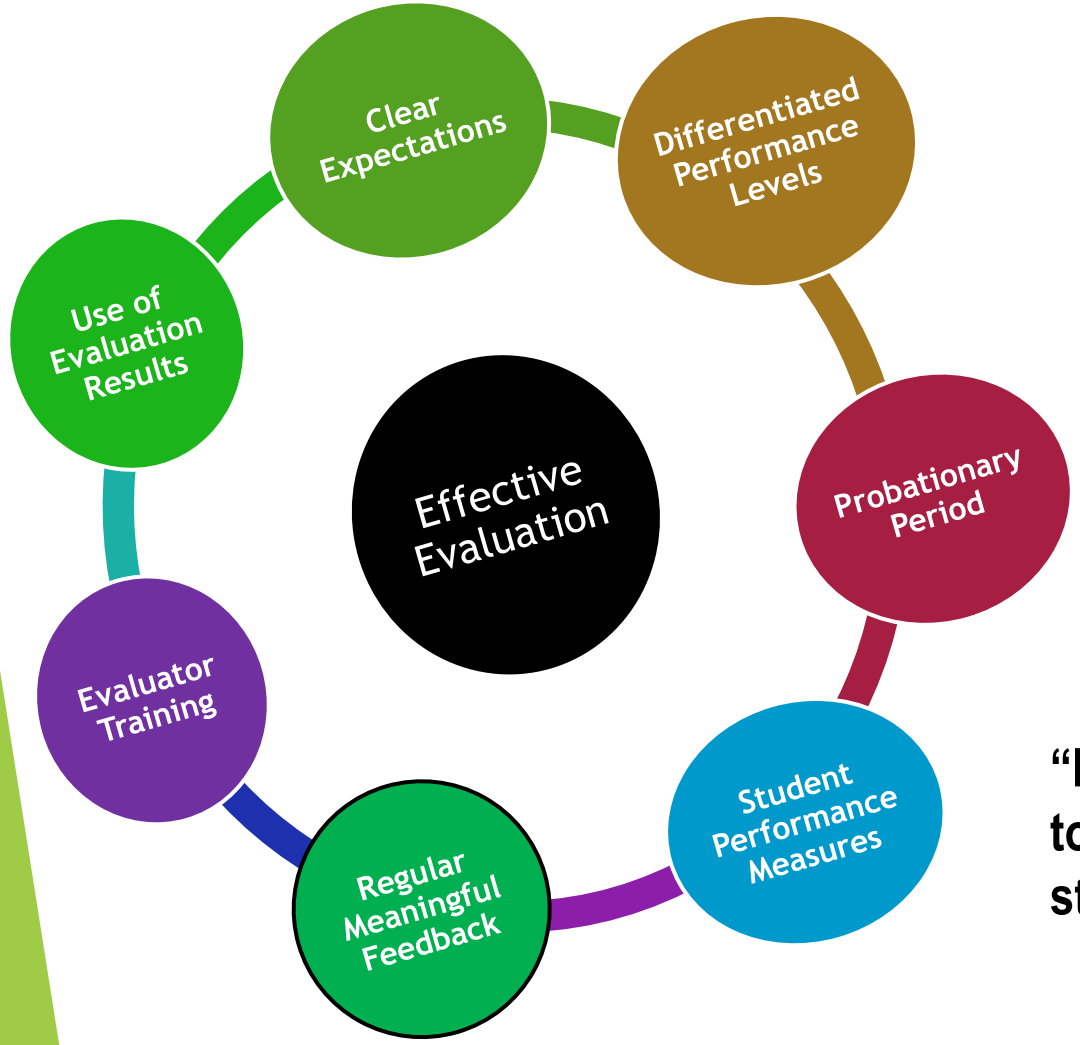
# Missouri School Improvement Program (MSIP 5)

TL-2 Professional learning drives and supports instructional practices in the district and leads to improved student learning.

1. All staff participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the CSIP.
2. Professional learning is job embedded and promotes evidence-based instructional practice.
3. The development and implementation of effective practices are supported through ongoing coaching, mentoring, and collaboration.
4. Effective practices are monitored for fidelity of implementation through observation and supervision of classroom practices.
5. Professional learning is regularly monitored for evidence of commitment, practice, and impact.
6. School-based collaborative teams are in place and focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research.
7. The district has a written procedural plan of professional learning that includes the required components.
8. The district provides time and resources for the professional learning of each staff member.



# Missouri Model Educator Evaluation System




"Learning is a complex process—for both students and adults- one size doesn't fit all. Learning a new strategy or behavior involves movement through phases. To effectively move through developmental phases, teachers must have opportunities to observe and discuss expertise . Simply stated, teachers need input from sources other than themselves."

- Dr. Robert Marzano

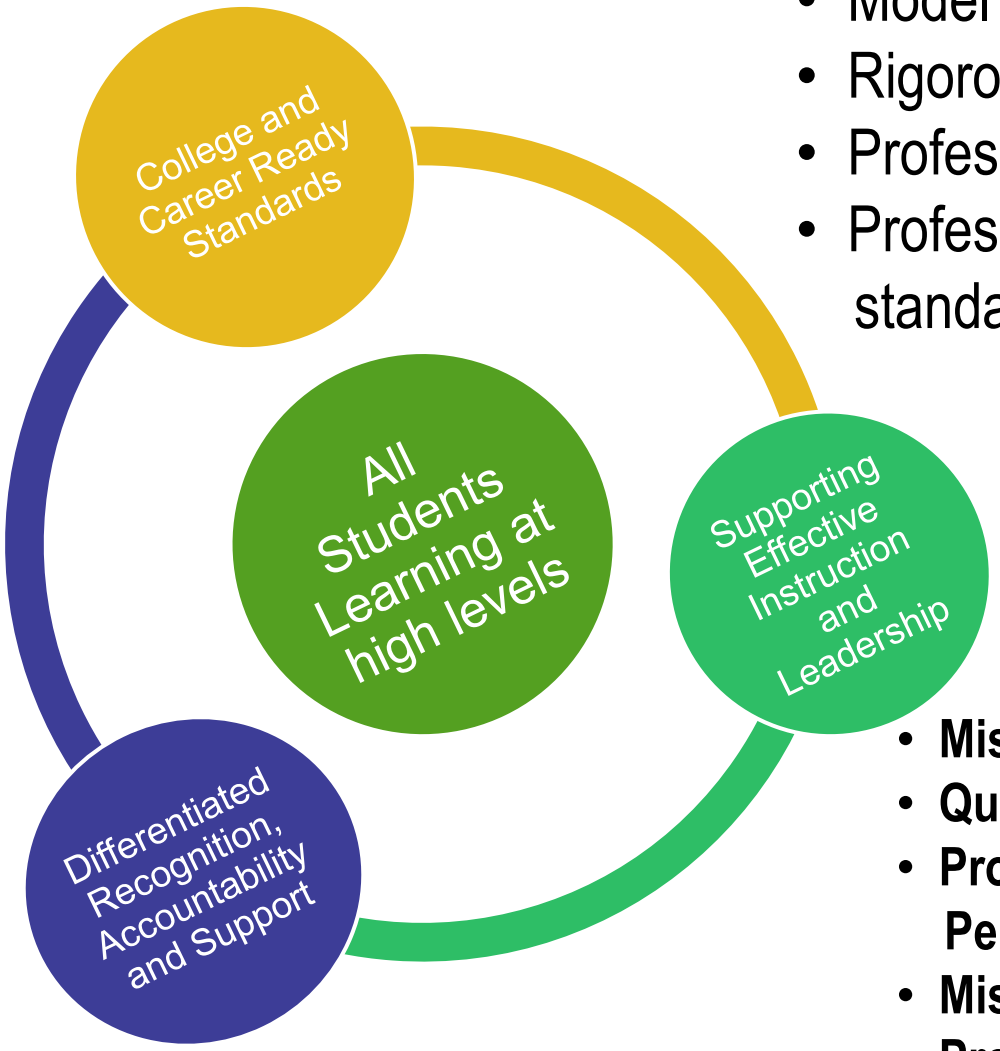
Effective Supervision, ASCD, 2011

"Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."

-Standards for Professional Learning, Learning Forward (2011)

# ESEA Waiver

- Missouri Learning Standards
- Model Curriculum
- Rigorous Assessments
- Professional development for teachers and leaders
- Professional resources to support academic standards




- **Missouri Model Teacher and Leader Standards**
- **Quality Indicators for each Standard**
- **Professional Continuums Articulating Multiple Performance Levels for Each Standard**
- **Missouri Model Evaluation System**
- **Professional Learning focused on High Leverage Indicators**

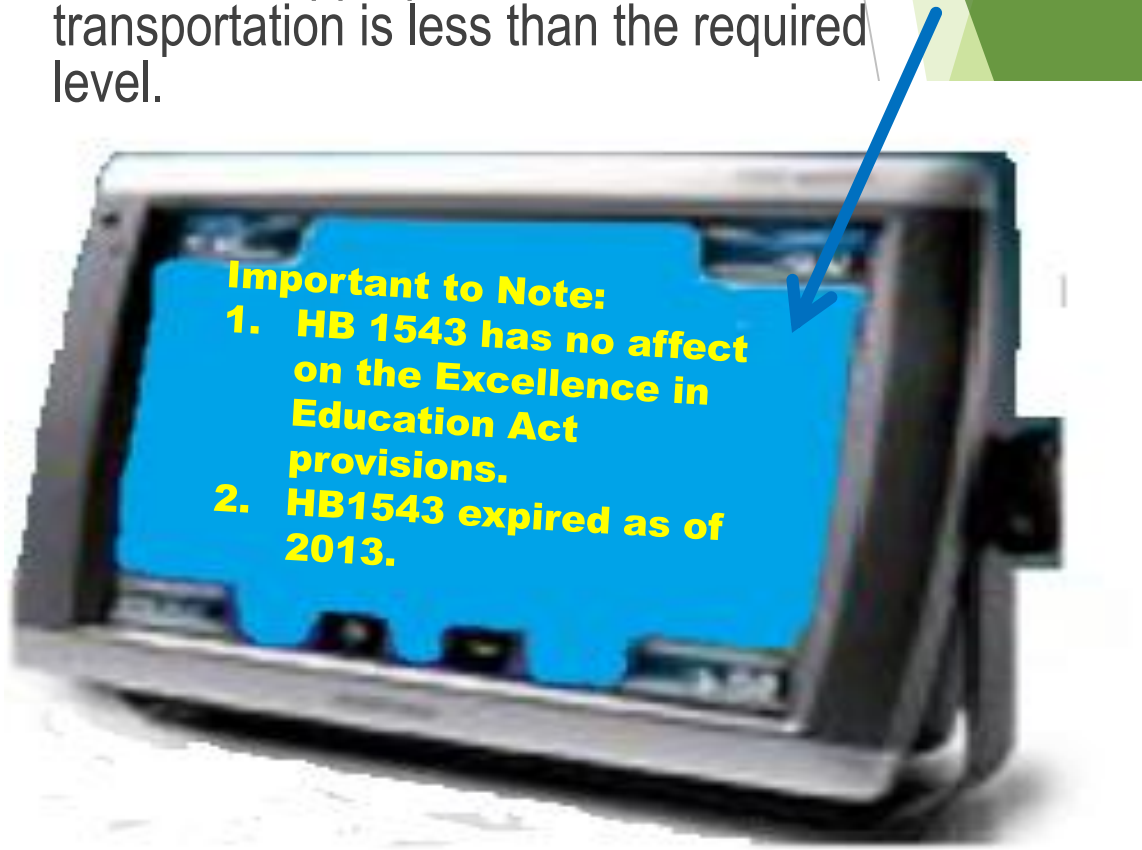
- **MSIP 5**
- **Top 10 X 20 Reform Initiative**
- **Flexibility around Federal Spending**
- **Use one Accountability System**

# Statutory Authority

- Excellence in Education Act of 1985, Section 168.400 (1) & 5 RSMo
  - Key provisions:
    - **PDC in every school district**
    - Roles and Responsibilities of the PDC
    - PDC Member Selection

- The Outstanding Schools Act of 1993 (SB380), Section 7.1; 160.530 RSMo
  - Key provisions:
    - **Established 1% PD allocation**
    - Spending requirements
    - PDC with administrator input/board approval determines spending
    - Established penalty for noncompliance

- HB 1543 of 2010, Section 163.410
  - Key provisions:
    - School districts **are not held accountable for spending funds for PD** as required in 160.530 RSMo in 2011, 2012. and 2013 if the foundation formula or appropriation for transportation is less than the required level.



- **HB38 of 1983; RSMo 168.128**
  - **Key provisions:**
    - **Each school district school board is charged to have in place a comprehensive performance-based teacher evaluation.**
    - **The Department of Elementary and Secondary Education is charged with providing suggested procedures for the evaluation.**

## Statutory Changes since the last PD Guidelines Revision

- **SB64 of 2007; Section 161.375**
  - **Key provisions:**
    - **Recognized that support is essential for beginning teachers and leaders.**
    - **Mandated the establishment of common state-wide standards for high quality mentoring programs**
      - **MACCE completed the Mentoring Program Standards in February of 2008.**
      - **Adopted by State Board in May of 2008**
      - **Placed in the Code of State Regulations – 5CSR 20-400.380 with effective date September 30, 2008.**

# Statutory Changes since the last PD Guidelines Revision

- SB291 of 2009, Section 161.380
  - Key provisions:
    - Required school districts to develop teaching standards
    - Established minimum criteria for Missouri teaching standards
    - Charged the department to assist public schools in developing teaching standards
  - Model Teacher and Leader Standards approved by the State Board in June of 2011.
  - Model Counselor, Librarian, and Superintendent Standards approved by the State Board in December of 2011.

# Responsibilities Mandated by Law

- House Bill 1543 (2010) suspended the dedicated 1 percent professional development funds … in 2011 – 2013.
- No new legislation was enacted to continue the suspension so House Bill 1543 sunset on July 31, 2013.
- Therefore, since 2013, Missouri school districts fall back under the umbrella of the Outstanding Schools Act of 1993.

# Mission of Professional Learning

- Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture.
- Professional learning must be based on research-based practices and implementation must be consistently supported.
- The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

# LEARNING FORWARD'S – Standards for Professional Learning

***Professional Learning Commitment … (context)***

**1. Professional learning that increases educator effectiveness and results for all students** occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

2. **Professional learning that increases educator effectiveness and results for all students** requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

**3. Professional learning that increases educator effectiveness and results for all students** requires prioritizing, monitoring and coordinating resources for educator learning.

***Professional Learning Practice … (process)***

4. **Professional learning that increases educator effectiveness and results for all students** uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

5. **Professional learning that increases educator effectiveness and results for all students** integrates theories, research and models of human learning to achieve its intended outcomes.

6. **Professional learning that increases educator effectiveness and results for all students** applies research on change and sustains support for implementation of professional learning for long-term change.

***Professional Learning Impact … (content)***

7. **Professional learning that increases educator effectiveness and results for all students** aligns its outcomes with educator performance and student curriculum standards.

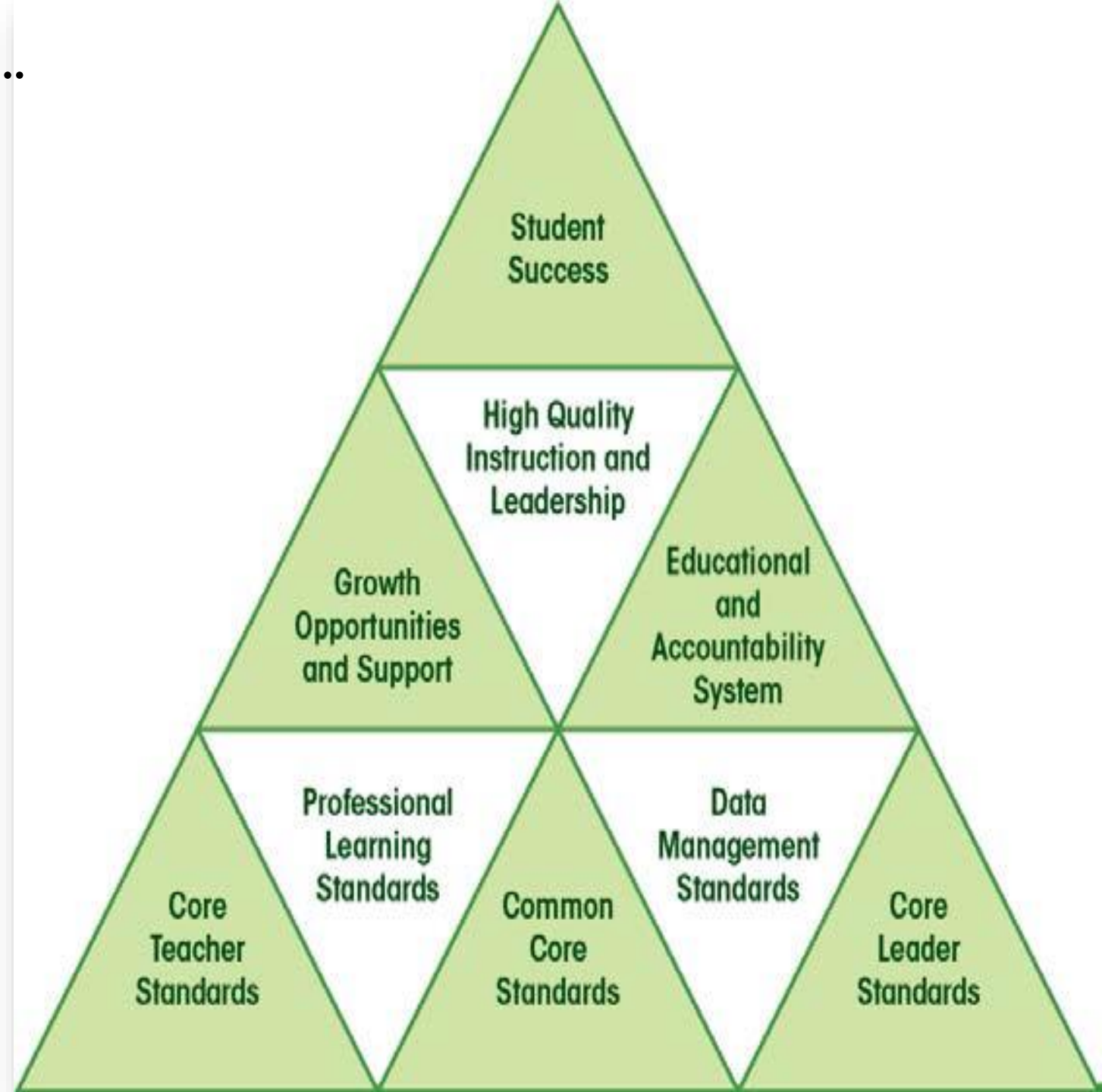
- The leverage point with the greatest potential to strengthen and improve educators' daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators.

"PEOPLE UNDERESTIMATE THEIR CAPACITY FOR CHANGE. THERE IS NEVER A RIGHT TIME TO DO A DIFFICULT THING."

-JOHN PORTER

A. Mission of Professional Learning …

**"Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."**
***Stephanie Hirsh, executive director of Learning Forward (formerly known as National Staff Development Council – NSCD)***



Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators.

Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.

We have more and more evidence that nothing has a greater impact on the success of students than the knowledge their teachers bring to the classroom.

Katie Haycock (1998, Summer). *Good teaching matters...a lot: How well-qualified teachers can close the gap.* *Thinking K-16*, 3(2), pp. 3-14

# The Professional Development Plan …

- Identify student and educator learning needs.
- Specify who will benefit from the professional learning.
- Identify learning outcomes, benchmarks and observable/measurable evidence of change in teacher practice and student learning.
- Specify the learning opportunities and sustained follow-up planned to support implementation.
- Identify resources needed to support the professional learning.
- Identify how professional learning will be evaluated.

# The Professional Development Plan

***Standards do not ensure student achievement, teachers with strong knowledge and skill about how to help students reach the standards will impact achievement. (Mike Schomker, ASCD, 2011)***

***Effective professional learning is job-embedded, collaborative, and sustained over time (research says that it takes 49+ hours to realize results for students).***

"Reviewing Evidence on how Teacher Professional Development affects Student Achievement",
K.S. Yoon, et.al. in 2007.

# Section II: Professional Learning Roles, Responsibilities and Standards

**Role of Professional Development Committee**

**Structure and Membership**

- Excellence in Education Act requires each district to have a Professional Development Committee (PDC)
- Members of each PDC shall be elected by the teachers of the district
- Districts determine organizational procedures
- School leaders may be voting members of the PDC OR may be ex-officio (non-voting) members; regardless, schools leaders should be actively involved in the effective implementation of the building professional development plan
- PDC structures – roles, meeting times, norms, committees, allocation of $$

**NOTE: "Since educator evaluation drives educator learning, and educator learning is driven by student learning needs, it is important that the planning of professional learning be a collaborative process that meets individual educator, building and district improvement targets." Guidelines – p. 39**

# What do PDC members need to know?

- Roles and responsibilities
- How to interface with other key people in the district.
- How to carry out their responsibilities with fairness, ethical professionalism, and maintain confidentiality when necessary.
- What constitutes effective professional development.
- How to assess, prioritize, and align professional development needs of the teachers, the school, the district.

# What do PDC members need to know?

- How to find and make available the resources needed for planning and implementing professional development programs.
- How to use research-based, best practices in professional development that will transfer into classroom practice and curriculum.
- How to design and use evaluation strategies.

# Impact of Professional Learning

- The impact of effective professional learning largely depends on a school system's ability to

  nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation.

# Impact of Professional Learning

- Collaborative learning requires time and opportunities for observing teaching and learning; practicing new ways of teaching; looking at student work; studying student data; learning new skills; and sharing in and out of the classroom. Research has found that it can take 50 hours or more of effective professional learning to realize performance gains for students.

Responsibilities (of PDC) for Practicing Teachers

Focus of PDC – increased student learning outcomes

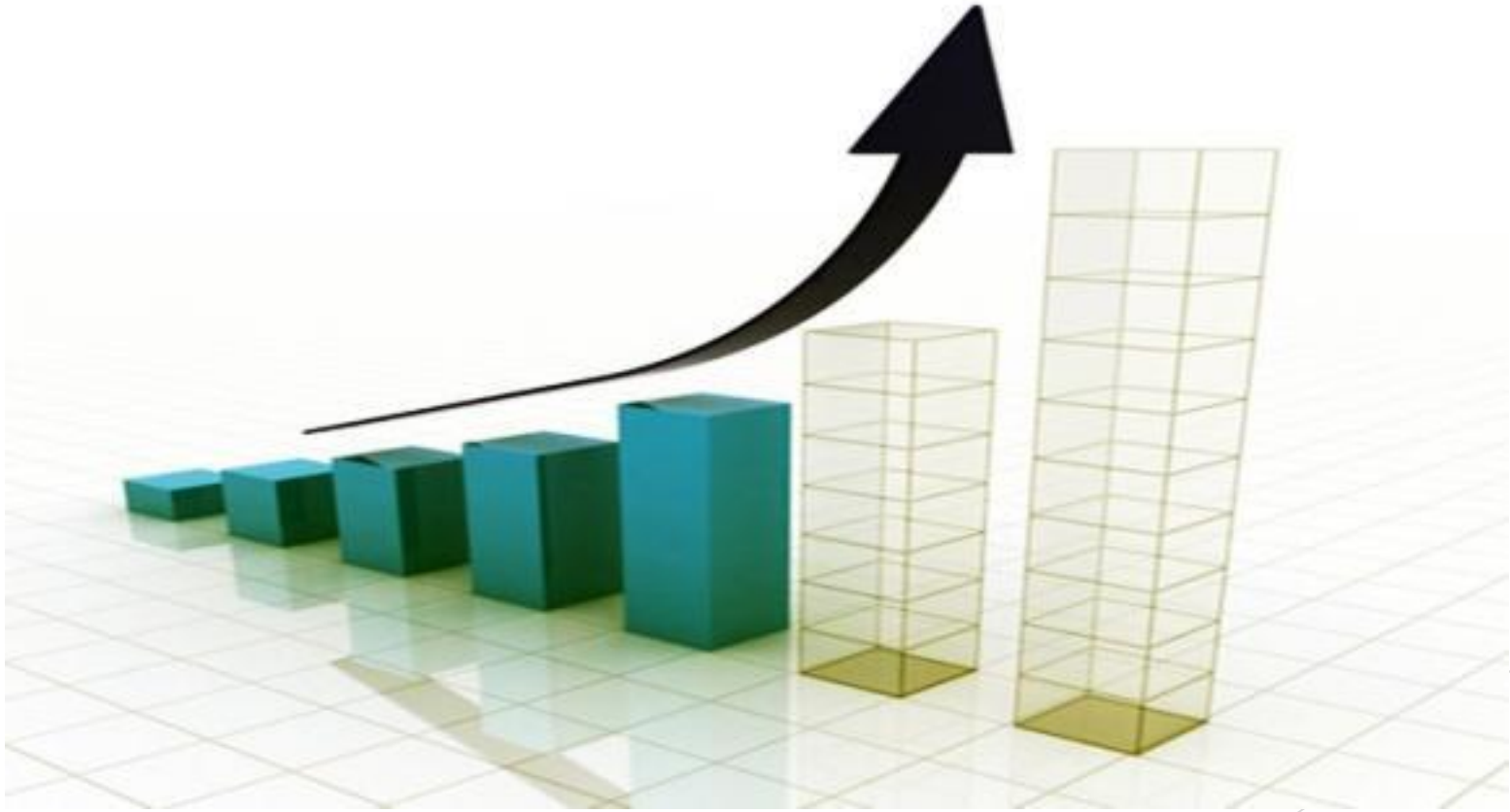
Decisions informed by ….

- multiple data sources –
  - student achievement
  - educator evaluation
- MSIP standards
- local district goals and improvement plans

# The Professional Development Plan …

- Identify student and educator learning needs.
- Specify who will benefit from the professional learning.
- Identify learning outcomes, benchmarks and observable/measurable evidence of change in teacher practice and student learning.
- Specify the learning opportunities and sustained follow-up planned to support implementation.
- Identify resources needed to support the professional learning.
- Identify how professional learning will be evaluated.

"Learning is not an ‘add on,’ to be done when we have some free time or at training sessions. Some of the most significant innovations have been in infrastructures and day-to-day practices, allowing teams and intact work groups to integrate working and learning.



The goal of professional development in schools must be to improve student results, not simply to enhance practice.

Judith Reyni. *Teachers take charge of their learning: Transforming professional development for student success.* Washington DC: NFIE/NEA, 1996.

# Section II: Professional Learning Roles, Responsibilities and Standards

**To ensure the successful daily performance of educators, high quality professional learning must be an integral part of every educator's professional career!**

Who will help me ……
research, organize, plan, monitor, manage, measure professional learning?

# Section II: Professional Learning Roles, Responsibilities and Standards

- Role of Department of Elementary and Secondary Education
  - ✓ Teacher and Leader Standards
  - ✓ Resources, support and Technical assistance
- Role of the Local School Board
  - ✓ Create policy that supports professional learning opportunities for teacher and leader effectiveness
  - ✓ Provide time, structures and resources for professional learning
  - ✓ Communicate to the district's stakeholders regarding priorities of professional learning
  - ✓ Monitor and measure effectiveness of professional learning
- Role of the School Leader
  - ✓ Advocate for resources, policies, structures, etc. to support professional learning
  - ✓ Ensure equitable distribution of resources for professional learning
  - ✓ Work collaboratively to ensure alignment of professional learning to individual and building improvement plans
  - ✓ Communicate the importance of professional learning to parents, community and busines

# Aligning Professional Learning – Ask these questions:

To align local professional development efforts with state guidelines, consider the following critical questions:

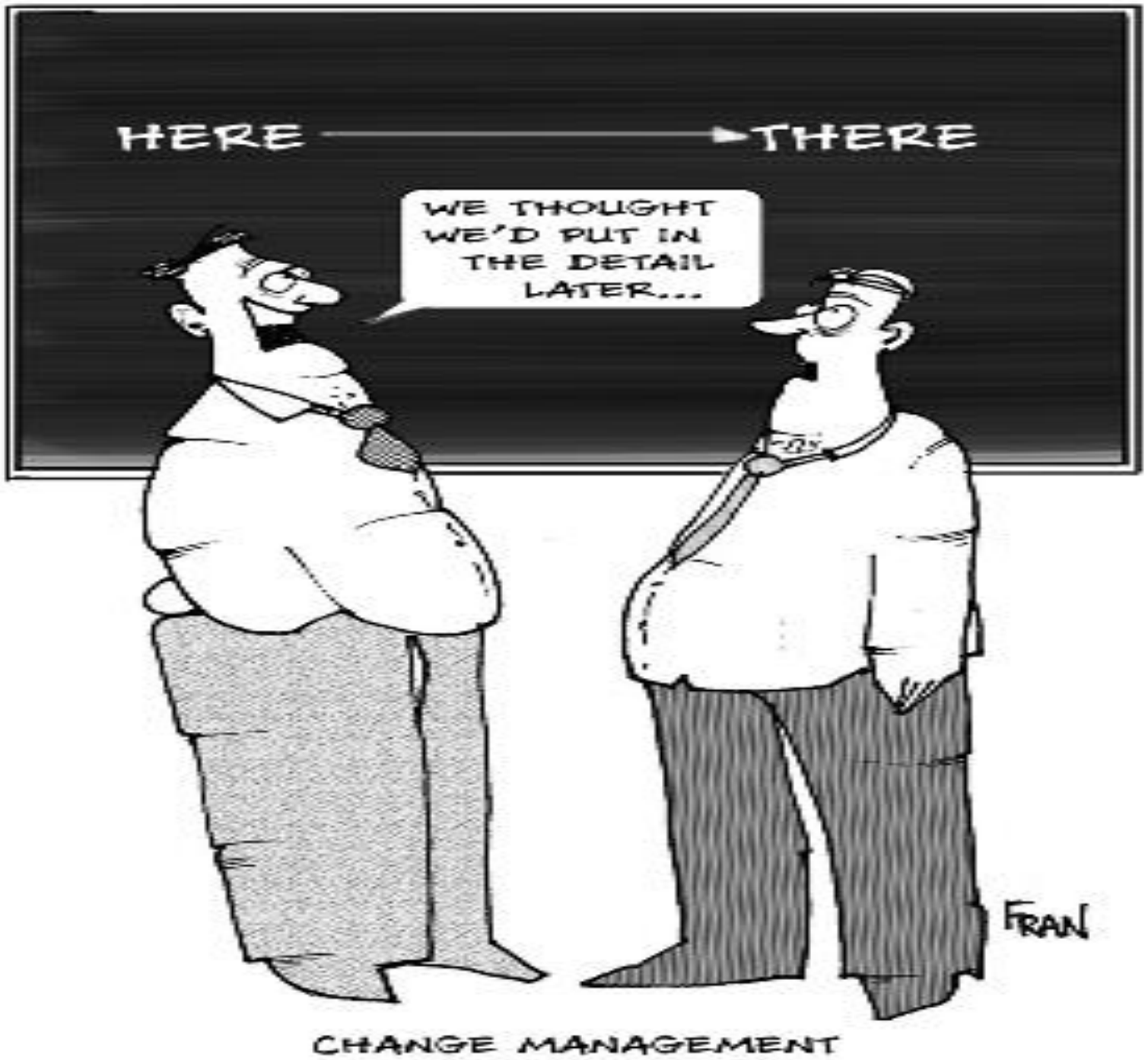
- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)

**“The primary purpose of professional learning is to improve educator practice and student results**. Continuous improvement of individuals, schools, and school systems depends on high-quality professional learning. Professional learning is the primary vehicle available to schools and school systems to strengthen the performance of the education workforce, and the success of educators’ daily work depends on it.”

*Stephanie Hirsch*
*Executive Director, Learning Forward*
*(Standards for Professional Learning, 2011)*

# Aligning Professional Learning – Ask these questions

- Does each professional learning experience involve active learning processes (adult learning approaches)?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved teacher behavior which should lead to changes in student performance?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THERE
WE THOUGHT WE'D PUT IN THE DETAIL LATER...
FRAN
CHANGE MANAGEMENT

# B. Missouri Mandates and Regulations

Statutory Authority for Professional Development
Beginning with the Excellence in Education Act of 1985, Missouri has recognized through legislation that the professional learning of educators is vital to student learning.

Through this act and later significant pieces of legislation, school districts have been required to support professional learning in the following ways. School districts will:

# Missouri Mandates and Regulations

Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:

- - Work with beginning and experienced teachers to identify instructional concerns and remedies
- - Serve as a confidential consultant upon a teacher's request
- - Assess faculty needs and develop learning opportunities for staff
- - Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction

# Missouri Mandates and Regulations

- • Provide a plan of professional development, with assistance from the PDC, for a teacher's first two years of teaching. (Mentoring guidelines and teacher evaluation should guide the development of this plan.)
- • Ensure the PDC is elected by the teachers currently employed by the district.
- • Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.
- • Ensure 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received.

# Missouri Mandates and Regulations

- • Establish a collaborative process in which the PDC, in consultation with the administration and with local school board approval, determines expenditures for professional development funds
- • Ensure professional development funds under this section are spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- • Understand the penalty for noncompliance with the requirements is loss of state aid during the next school year.

- All professional development must be tied to the objectives of the Comprehensive School Improvement Plan, but focused needs assessments are still appropriate, particularly when connected to Individual Professional Growth Plans for educators and student performance data.

- Building and District Professional Development Plans must be clearly focused on professional learning that supports the identified performance indicators needed for educator success in order to ensure higher levels of learning for all students.

"What if we don't change at all ...
and something magical just happens?"

We must be thinking more rigorously, realistically, and precisely about why we do what we do, what ends we hope to accomplish, and how we can document our successes in achieving those ends.

Lizabeth Schorr (2000, July 12). Commentary. *Education Week*.

# Professional Development Reporting

All districts are required to submit an annual online report that will detail the actual contact hours of professional development completed by certified staff members.

The report is due by November 15th regarding the PD hours from  the preceding year.

A vital service the PDC can provide is to keep track of the professional development activities of certified staff for reporting purposes.

# Questions about the Professional Development Committee in Missouri

# Must PDC membership be limited to classroom teachers?

- No. Counselors, librarians, coordinators, directors, principals, superintendents, and any other certificated staff member may serve on the committee if selected by teachers.

# May non-certified staff be members of the PDC?

- Teachers may select non-certificated staff members to serve on the PDC; however, staff development for non-certified staff is not an allowable expenditure for the mandatory one percent professional development monies. If a district intends to allocate additional funds beyond the mandatory one percent to support training for non-certified staff and they want the PDC to assist in planning this training, then non-certified staff members could serve on the PDC.

## In selecting PDC members, does the entire district staff vote, or can individual schools elect PDC members?

- School systems may use whatever methods they wish to select PDC members; however, members must be selected by teachers. Consideration should be given to including specialized staff such as Title I, gifted, special education, etc.

# Is training for the PDC required?

- Training is not required; however, it is highly recommended. Local Regional Professional Development Centers (RPDCs) and the Missouri Staff Development Council (MSDC) provide workshops for new PDC members.

… teachers who know a lot about teaching and learning and who work in environments that allow them to know students well are the critical elements of successful learning.

Linda Darling-Hammond (1997, November). Prepared for the National Commission on Teaching and America's Future, *Doing what matters most: Investing in quality teaching*, p. 8.

# What does the law mean by “a school improvement plan?”

- The intent of the law is the set-aside funds be used for professional development designed to help districts meet the objectives of their Comprehensive School Improvement Plans, using the Missouri School Improvement Program as a model or guide. The law does not specify the plan must be aligned to MSIP, but it would not be practical to have two plans, an MSIP plan and a separate school improvement plan.

# Must a new district professional development plan be written each year?

- Professional development plans may be drafted for one year at a time or for year multi- periods with annual reviews, revisions, and updates.

# Is an end-of-year report required?

- An end-of-year report is not required but is recommended to provide feedback for the staff and the board. Annual program evaluation is always essential for future planning.

# Must the professional development plan be approved by the board each year?

- Yes. After the PDC has devised a new plan or reviewed, revised, and updated the previous year's plan in consultation with the administration, it must be presented to the board for approval.

# Can local boards reject the PDC's Professional Development Plan?

- Yes. If this happens, the PDC must consult with the administration, make adjustments to the plan, and resubmit it to the local board of education for approval.

# Can a district PDC meet and vote on items without an administrative advisor present?

- Yes. However, PDC work must be done in consultation with district administration. A close working relationship should be established among teachers and the district administration as they work to plan professional development activities aligned to that district's Comprehensive School Improvement Plan.

# What does “after consultation with the administrators of the school district” mean?

- Teachers on the PDC and administrators should discuss, consider, and agree upon all aspects of the District’s Professional Development Plan. Ideally, administrative representatives work on the PDC as non-voting members, so that collaboration occurs as the plan is developed. If elected by teachers, the administrator is a voting member. Otherwise, the administrator serves as a non-voting member or a consultant.

# Is the PDC responsible for helping all new teachers in the district create their individual plan, or is this the responsibility of the new teacher and mentor?

- The PDC should create a framework for the Individual Professional Development Plan that can be used as a template for new teachers. The mentor should then work with the teacher to develop the plan based on identified performance areas tied to teaching standards and indicators. For example, the PDC may establish a new teachers' orientation pertaining to district and school policies, while mentors work individually with teachers to enhance classroom management skills, instructional strategies, content, etc.

TITLE 5 - DESE Div.80 - OFFICE OF EDUCATOR QUALITY

CHAPTER 850 - PD 5 CSR 80-850.045 Mentoring Program Standards

PURPOSE: This rule establishes standards for successful mentoring programs.

## (1) A successful mentoring program will include

(A) An introduction to the cultural environment of the community, school district, school building and classroom

(B) A systemic and ongoing program review/evaluation by all stakeholders:

(C) An individualized plan for beginning educators that aligns with the district's goals and needs

(D) Appropriate criteria for selecting mentors that

(E) Comprehensive mentor training

(F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s)

(G) Sufficient time for mentors to observe beginning educators and for the beginning educators to observe master educators are structured to provide multiple opportunities over time to minimize the need to require substitute teachers to facilitate observations

http://dese.mo.gov/divteachqual/leadership/documents/mentoringstandards.pdf

If I'm going
to change
I might as well
catapult

# Teaching Standards

In 2009, Senate Bill 291 was passed directing each public school, including public charter schools to adopt teaching standards by no later than June 30, 2010. Included as part of this bill are six important concepts that are to be included in any teaching standards used in Missouri schools:

- 1. Students actively participate and are successful in the learning process.
- 2. Various forms of assessment are used to monitor and manage student learning.
- 3. The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
- 4. The teacher uses professional communication and interaction with the school community.
- 5. The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
- 6. The teacher acts as a responsible professional in the overall mission of the school.

"I hear she likes apples so much she has core standards!"

## Does “entry year” mentor program apply to teachers new to the district, teachers new to teaching, teachers who change subject matter, or all of these?

- Certification standards require two full years (moving to four with revisions) of mentoring for only those teachers new to the profession who have not taught two full years in a public school setting.

# What qualifies as prior teaching experience?

- Prior teaching experience is having had two full years (not necessarily consecutive) of teaching experience under a regular teacher contract in a public school system.

## If a beginning teacher in Missouri graduated from a college in another state, must he/she receive teaching assistance from the university from which he/she graduated?

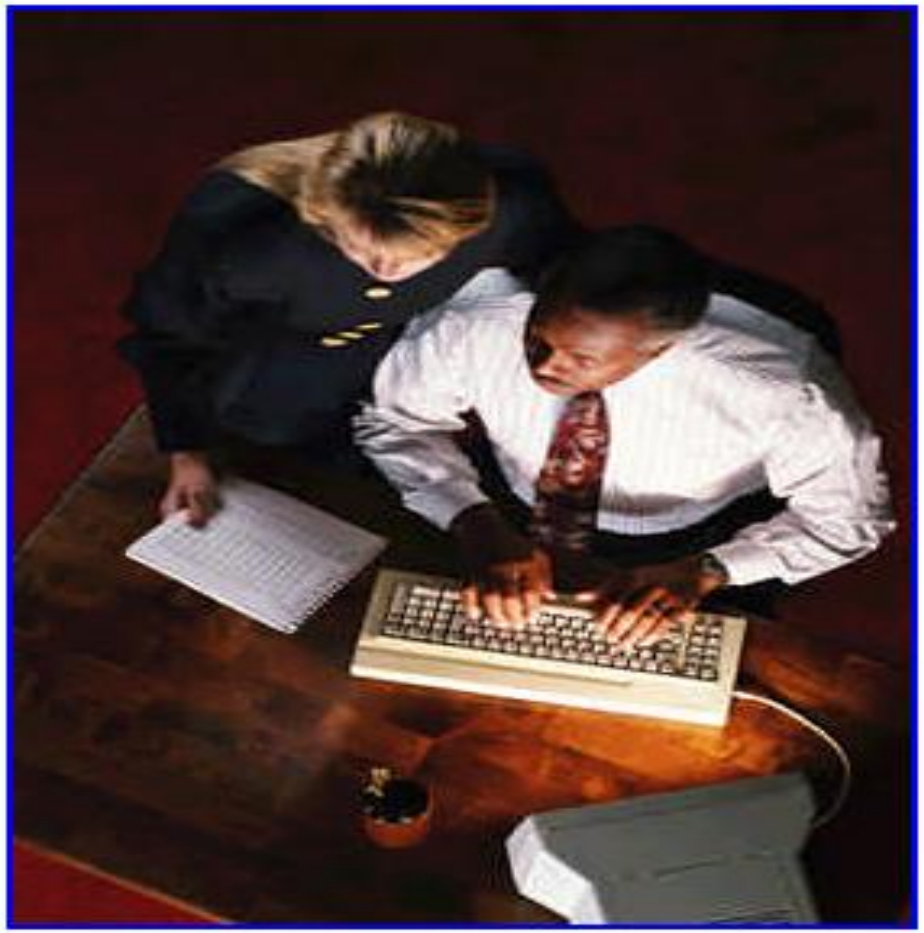
- No.

## Must teachers joining the public system from a private school prepare a Professional Development Plan (PDP) even though they have taught at least two years in a private school?

- Yes.

# What type of follow-up assistance are universities required to provide?

- The law is not specific. However, section 4. (2) does specify “retraining, internships, counseling and in-service training.”



We have to totally rethink the structures of our schools and the time we provide teachers to learn and work together.

Dennis Sparks. (2000, Fall). An interview with Terry Dozier. *Journal of Staff Development.*

# 4. Educator Certification

The Professional Development Committee (PDC) can be of service to district teachers by helping them work toward continuous certification. This can be accomplished in at least two ways: (1) by developing a strong mentoring program which emphasizes that mentors assist new teachers; and (2) whenever possible, by providing professional development opportunities that are consistent with the district Comprehensive School Improvement Plan (CSIP) and simultaneously helpful to teachers striving to meet certification requirements.

# Does a teacher who is teaching with temporary certification need a mentor and a professional development plan for two years?

- Yes. During the first two years of teaching in a public school, a teacher must have a mentor and must write a Professional Development Plan. An long as the teacher has an Initial Professional Certificate he/she is required to have an Individual Professional Development Plan.

# In Terms of These Standards

Where is there evidence of a strength in your organization?

Where is there evidence of a need for attention?

*NSDC's Standards for Staff Development Trainer's Guide*
Stephanie Hirsh, 2001

# Additional valuable information …

## Section III:  Professional Development Committee Budget

## Section IV:  The Planning, Implementation and Evaluation of Professional Learning

## Section V.:  Resources



Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
Office of Educator Quality

I am not afraid of storms for I am learning how to sail my ship.
Louisa May Alcott