Managing Change

Professional Learning 102
Show Me Professional Learning Conference
2017

Dr. Jody Wood

jwood23@slu.edu

Today's Agenda

Introductions

Job-embedded, ongoing professional learning. How does it happen?

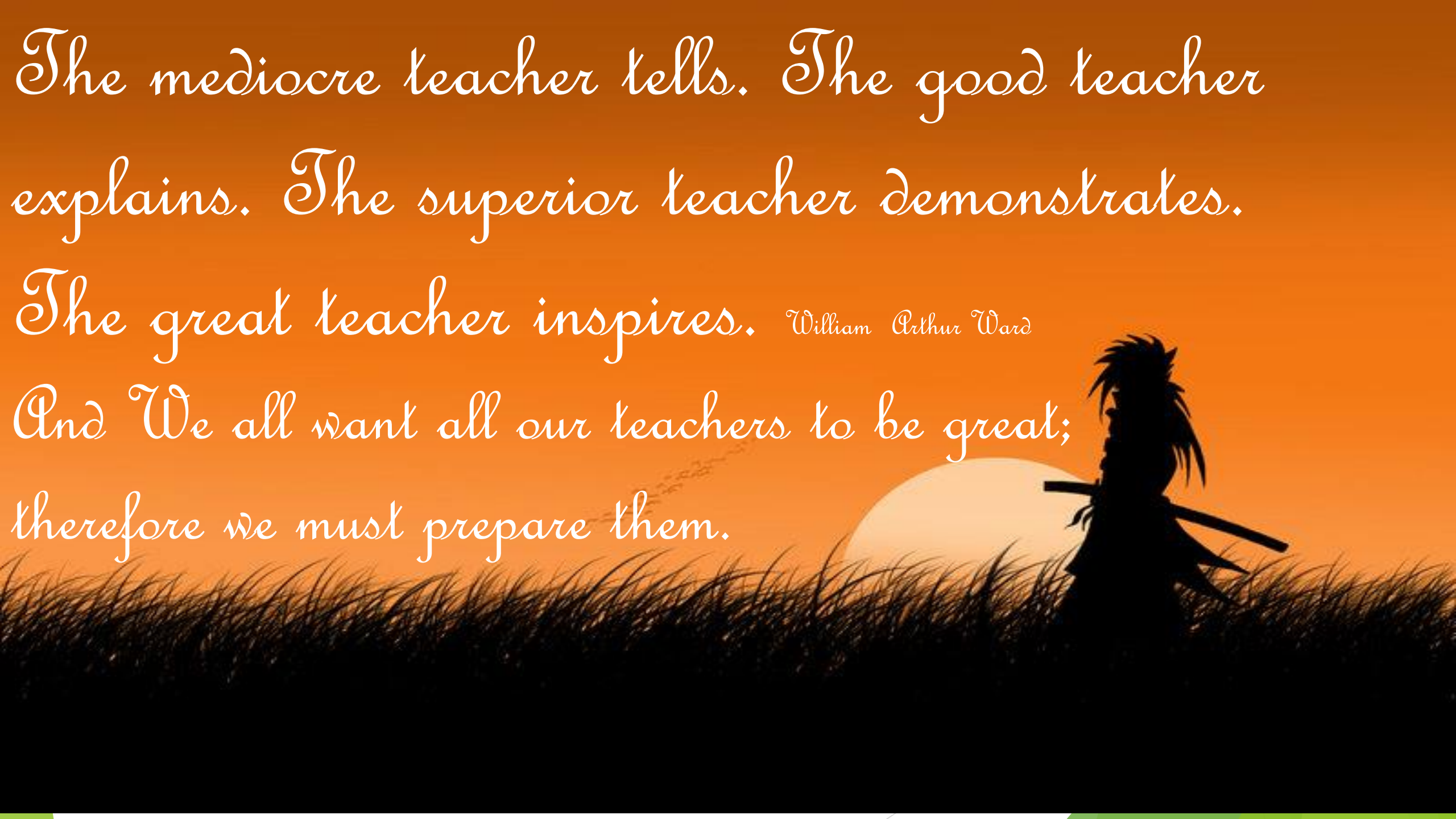
What is our (PDC) Role?

How are we (PDC) doing?

How do we (PDC) plan for results

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. William Arthur Ward

And We all want all our teachers to be great; therefore we must prepare them.



learningforward

STANDARDS *for* PROFESSIONAL LEARNING

With support from
MetLife Foundation

Standards Overview

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
PD REDESIGN COMMUNITY

Learning Forward Professional Learning Standards

1. Learning Communities 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. Leadership 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.

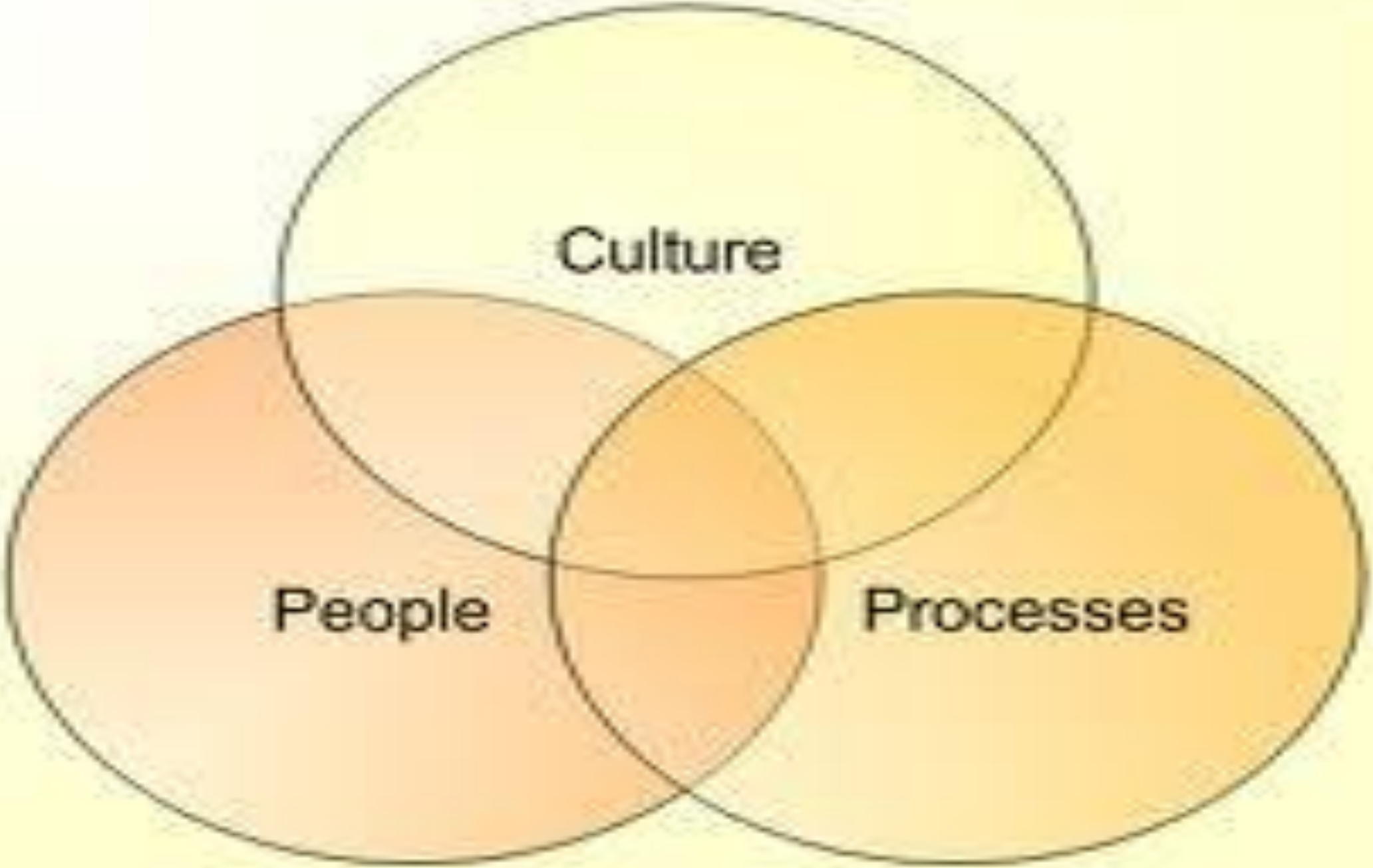
3. Resources Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

4. Data 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. Learning Designs 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. Implementation 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.

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


Culture
People
Processes

- 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.

It starts with teachers.

"Every child is entitled to the promise of a teacher's optimism, enthusiasm, time, and energy."

-Carol Tomlinson

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

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.

PDCs must work together and with administrator to provide high quality professional learning experiences.

The Role of the PDC

- The PDC plays a very important role

in the district by providing high quality professional learning opportunities and serving as an advocate for educators - positioning them for success by

helping them work toward educator effectiveness and continuous

certification.

Role of PDC

Developing a strong mentoring program (Mentoring Program Standards and Mentoring Appendix A)

Providing professional learning opportunities consistent with the district Comprehensive School Improvement Plan, Individual Professional learning Plans, and simultaneously helpful to teachers striving to meet certification requirements.

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.

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

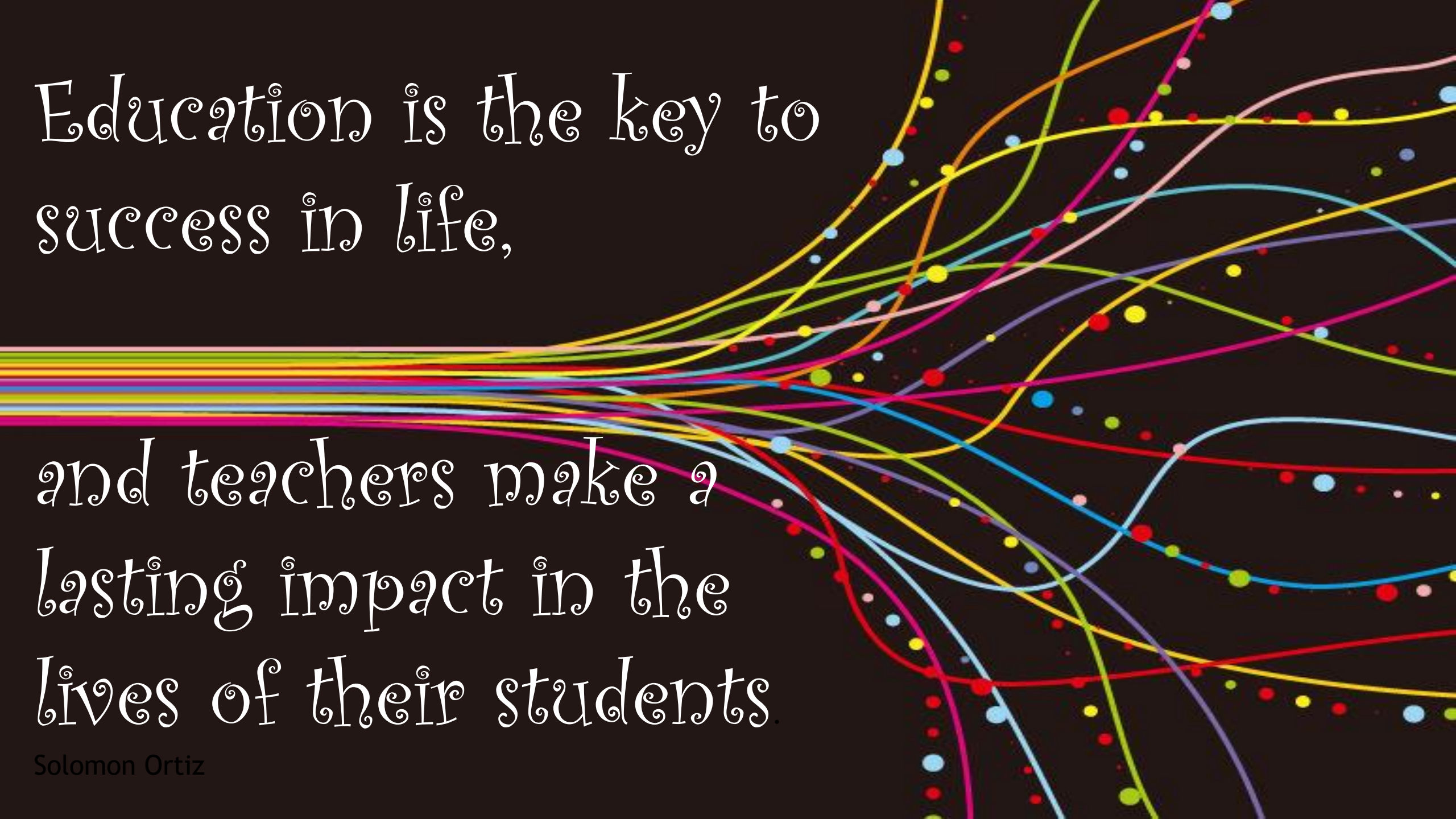
(F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s)

(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

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.


Education is the key to success in life,
and teachers make a lasting impact in the lives of their students.
Solomon Ortiz

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.

The Teacher

FIGURE 1

DESIRED OUTCOME 1.1: Meets regularly with colleagues during the school day to plan instruction.					
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**	**LEVEL 6**
Meets regularly with learning team during scheduled time within the school day to develop lesson plans, examine student work, monitor student progress, assess the effectiveness of instruction, and identify needs for professional learning.	Meets regularly with learning team during the school day to plan instruction, examine student work, and monitor student progress.	Works with learning team on special instructional projects during planning time.	Works with others on non-instructional issues. Addresses personal concerns, not group issues.	Uses planning time for individual planning.	Uses planning time for non-instructional tasks (e.g. management, personal tasks).
DESIRED OUTCOME 1.2: Aligns collaborative work with school improvement goals.					
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**	**LEVEL 6**
Participates frequently with all professional staff members to discuss, document, and demonstrate how their work aligns with school and district goals. Engages in professional learning with colleagues to support this work.	Aligns the work of the learning team with school-wide goals. Works in a learning team (grade level, subject matter, interdisciplinary, vertical) to address issues related to the grade or subject area.	Works in a learning team (grade level, subject matter, interdisciplinary, vertical) to address issues related to specific grade or subject area.	Works alone; addresses individual issues rather than school or grade level issues.		
DESIRED OUTCOME 1.3: Participates in learning teams, some of whose membership extends beyond the school.					
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**LEVEL 5**	**LEVEL 6**
Participates in state, regional, districtwide and/or national networks. Participates in interdisciplinary or subject matter/grade level learning teams.	Participates in districtwide and regional networks and interdisciplinary or subject matter/grade level learning teams.	Participates in both interdisciplinary and subject matter/grade level learning teams within the district.	Participates in interdisciplinary learning teams and/or subject matter or grade level teams only.	Participates in individual learning outside grade level, subject area, and/or school.	

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

Student Success
High Quality Instruction and Leadership
Growth Opportunities and Support
Educational and Accountability System
Professional Learning Standards
Data Management Standards
Core Teacher Standards
Common Core Standards
Core Leader Standards

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.

Continuous effort - not strength or intelligence - is the key to unlocking our potential.

Winston Churchill

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.

"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.

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)

Aligning Professional Learning – Ask these questions

- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

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.

5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

1. **All professional participate in regularly scheduled professional learning as a part of ongoing school-based collaborative teams which are focused on student learning/performance as identified in the CSIP.**

"PEOPLE UNDERESTIMATE THEIR CAPACITY FOR

CHANGE.

THERE IS NEVER A RIGHT TIME

TO DO A

DIFFICULT THING."

–JOHN PORTER

5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

2. Professional learning promotes the practice of evidence based skills that improve student achievement.

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!"

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:

5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

3. The implementation of new skills is supported through ongoing coaching, mentoring and collaboration.

Each person holds so much power within themselves that needs to be let out. Sometimes they just need a little nudge, a little direction, a little support, a little coaching, and the greatest things can happen. Pete Carroll

5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

4. New skills are monitored for fidelity of implementation through observation and supervision of classroom practices.

5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

5. Professional learning is evaluated based on its impact on teacher and administrator practices and student achievement.

Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well. Aristotle

MSIP

5th CYCLE

CSIP

BSIP

CURRICULUM

Alignment: MO Learning Standards, DOK

STUDENT ACHIEVEMENT

PERFORMANCE

ASSESSMENT

Assessment: of learning for learning

RIGOR

INSTRUCTION

Implementation: data-driven; research-based best practices; Differentiation, RtI (Rigor and Relevance)

PD Plan

5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

6. Professional learning includes ongoing collaborative lesson design,

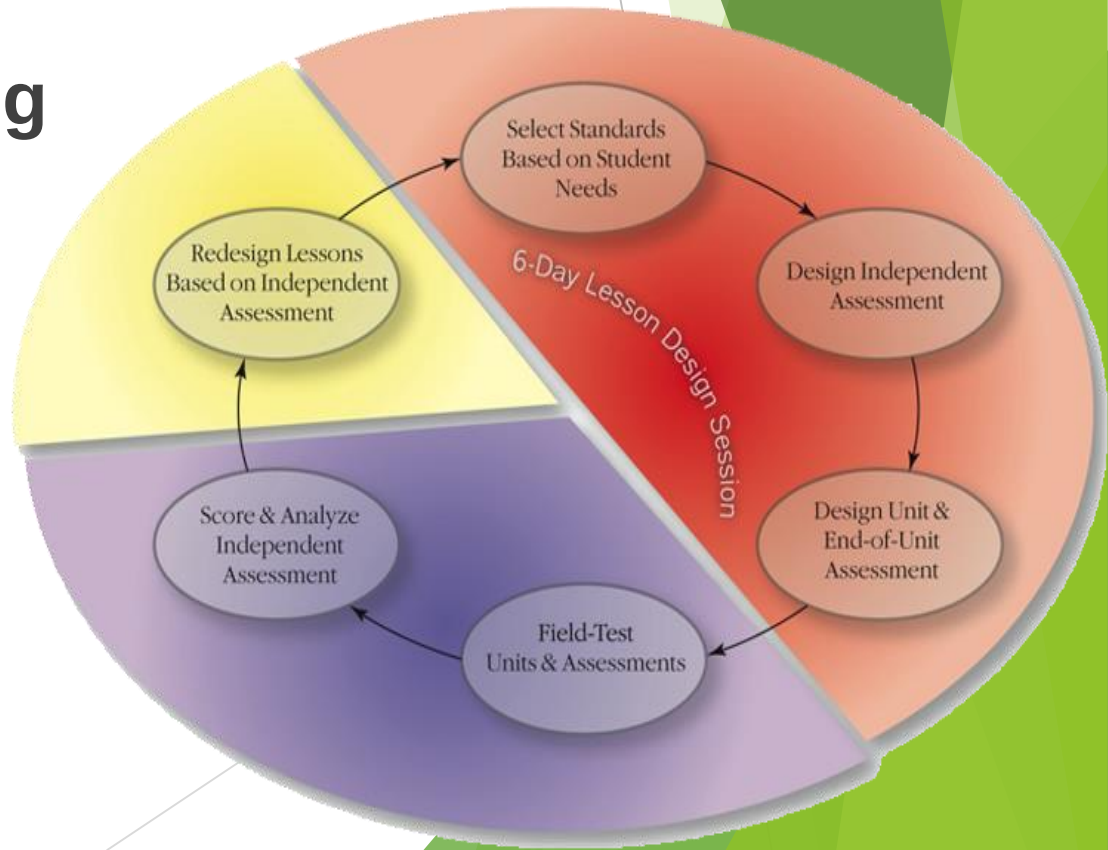
examination of student work,

curriculum learning,

student assessment results,

case studies

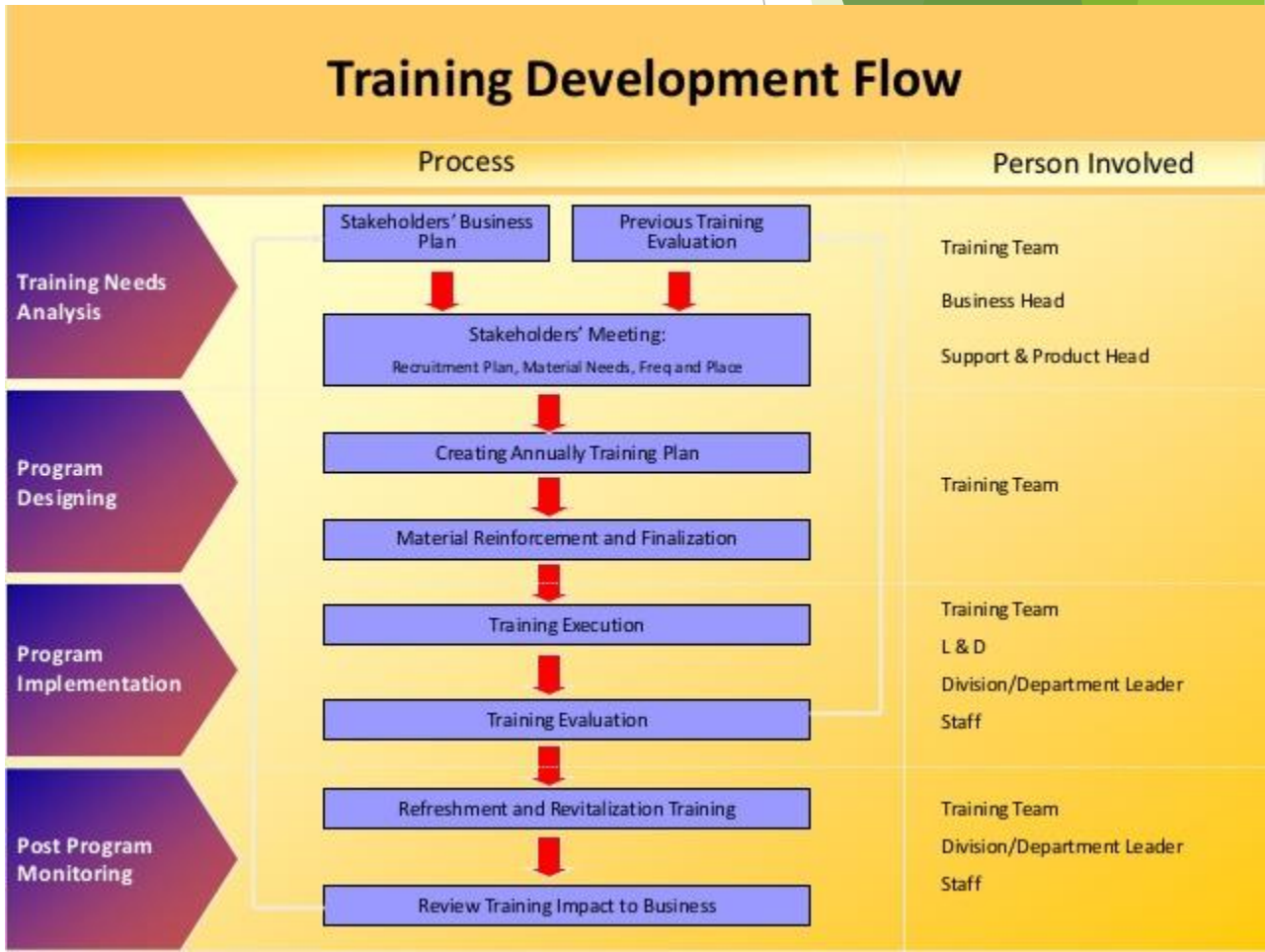
and action research.



5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

7. The district has a written procedural plan for professional learning that includes all required components.



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.

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.

- 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.

… 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.

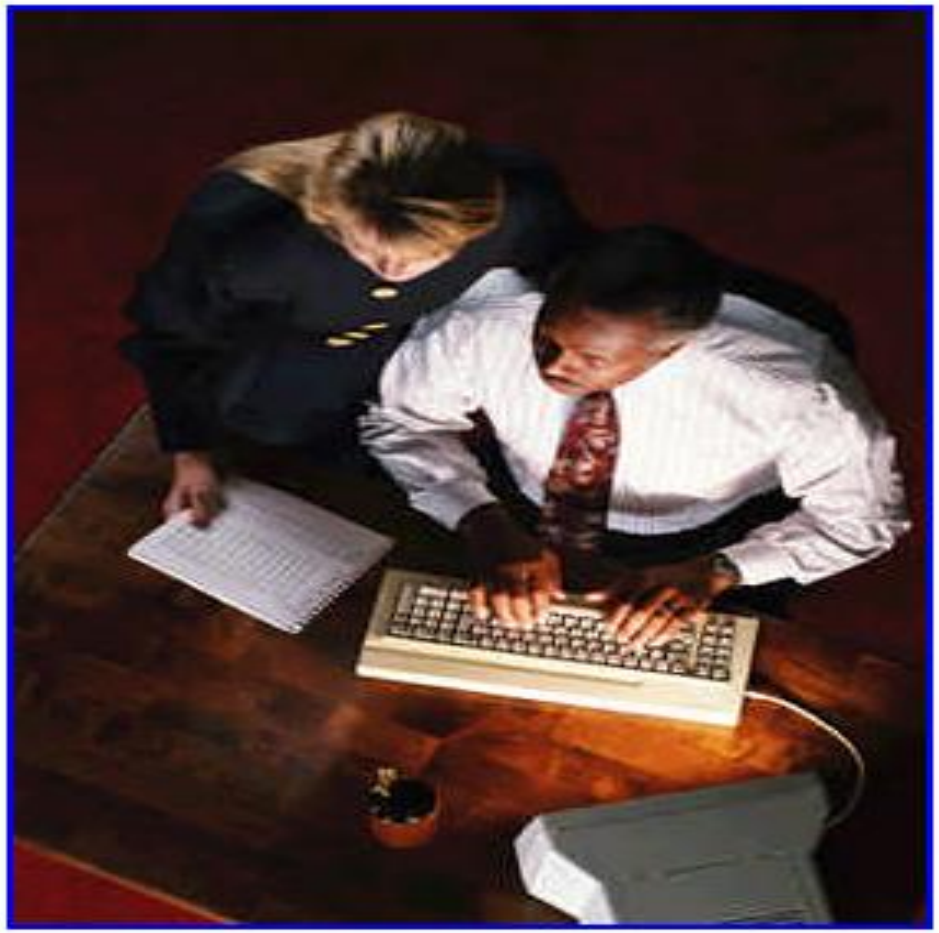
Missouri Mandates and Regulations

- • 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.

5th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

8. the district provides time and resources for the professional learning of all professional members.



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.*

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.

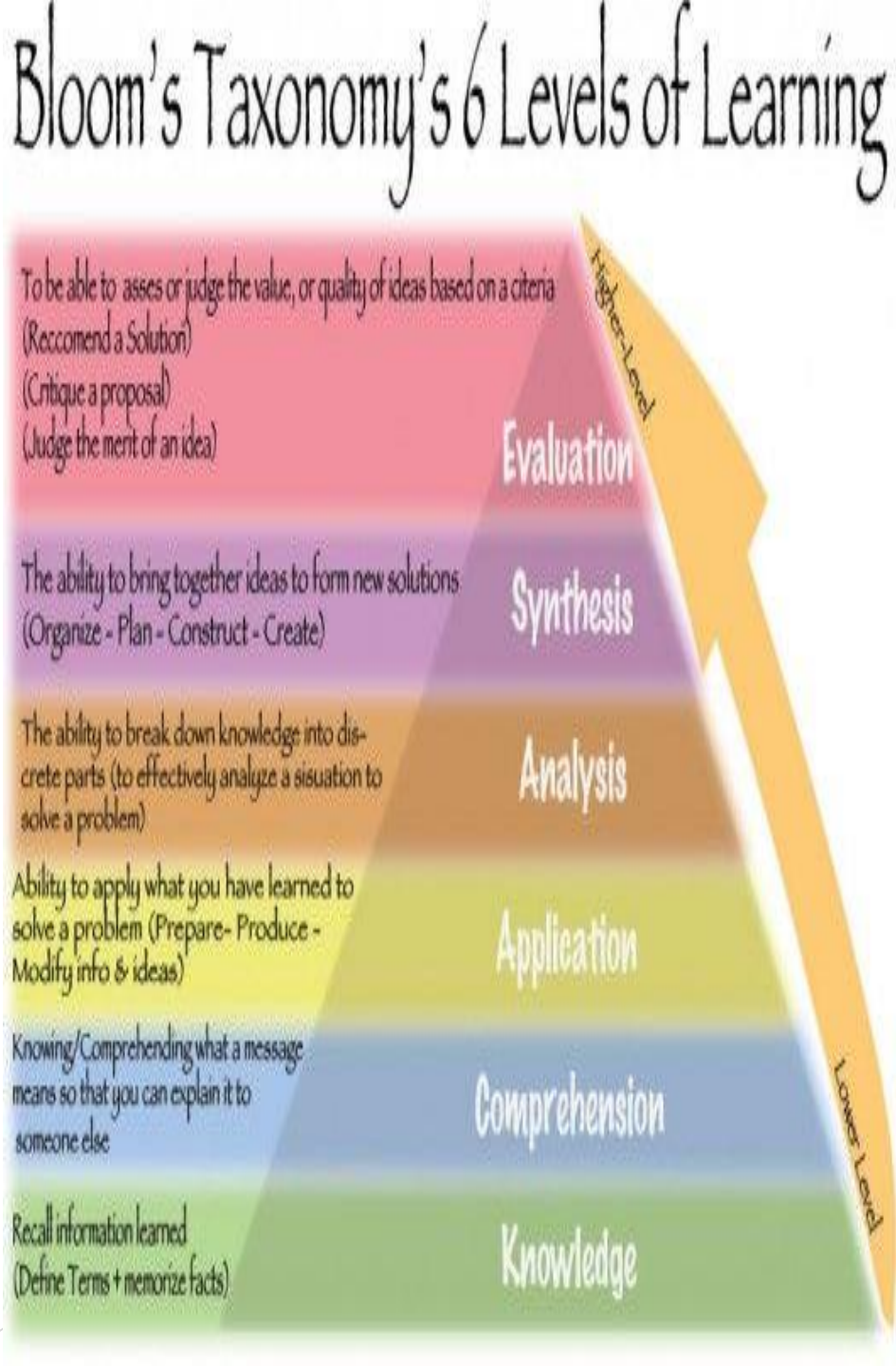
- • Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.

- • Ensure 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received.

The Standards

Professional Learning that improves the learning of all students uses multiple sources of information to guide improvements and demonstrate its impact.

LearningForward's Standards



The Code of Ethics

Principle Three: Professional Learning leaders continuously improve their work through the ongoing evaluation of professional learning's effectiveness in achieving school system and school goals for student learning.

LearningForward's Code of Ethics for Professional Learning Leaders

“Evaluation Think”

The practice individuals and teams in schools and districts engage in to critically examine and analyze their work to discover what is working and what is not in order to redefine their work and to improve its results.

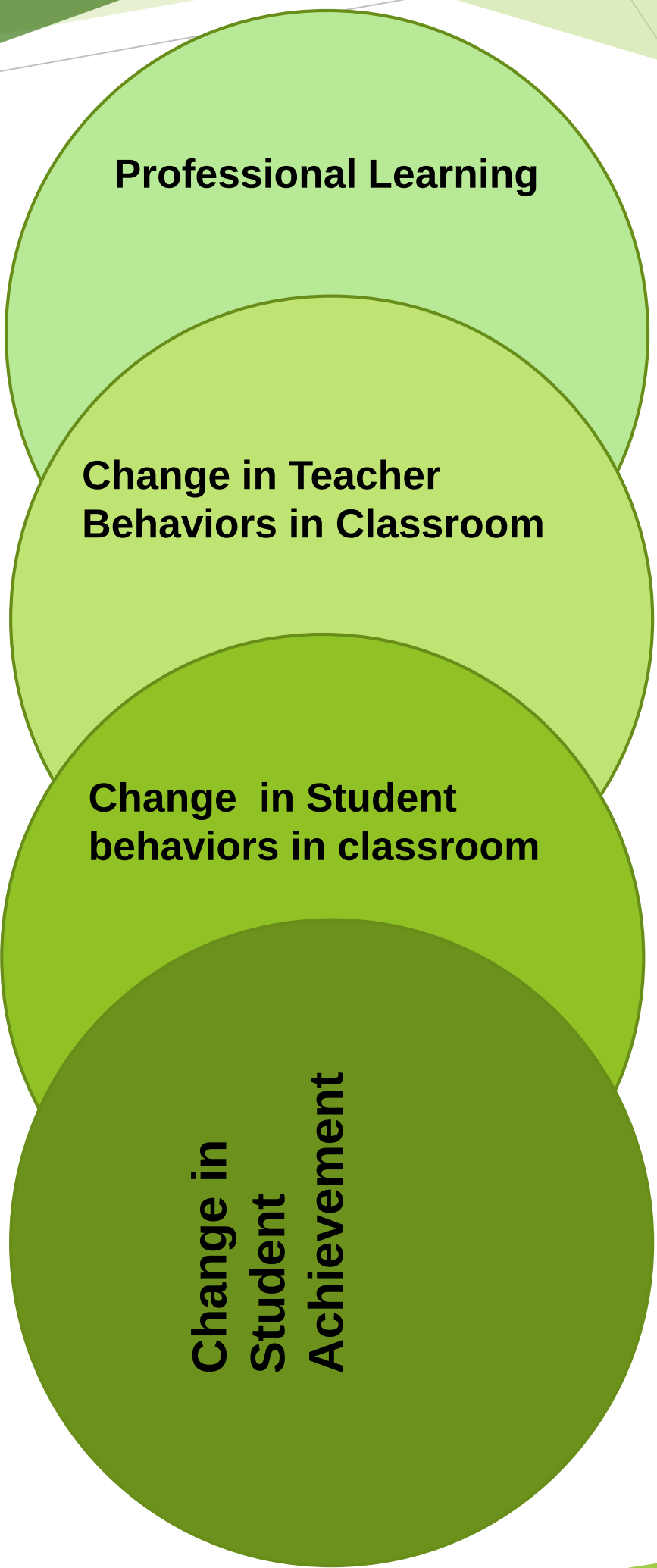
Shifts in Thinking About Evaluation

- Externally driven and designed
- Summative evaluations only
- Event-based
- Looking for answers/solutions from others

- Internally driven and designed
- Planning, formative and summative evaluations
- Program-based
- Discovering or creating solutions and alternatives with others

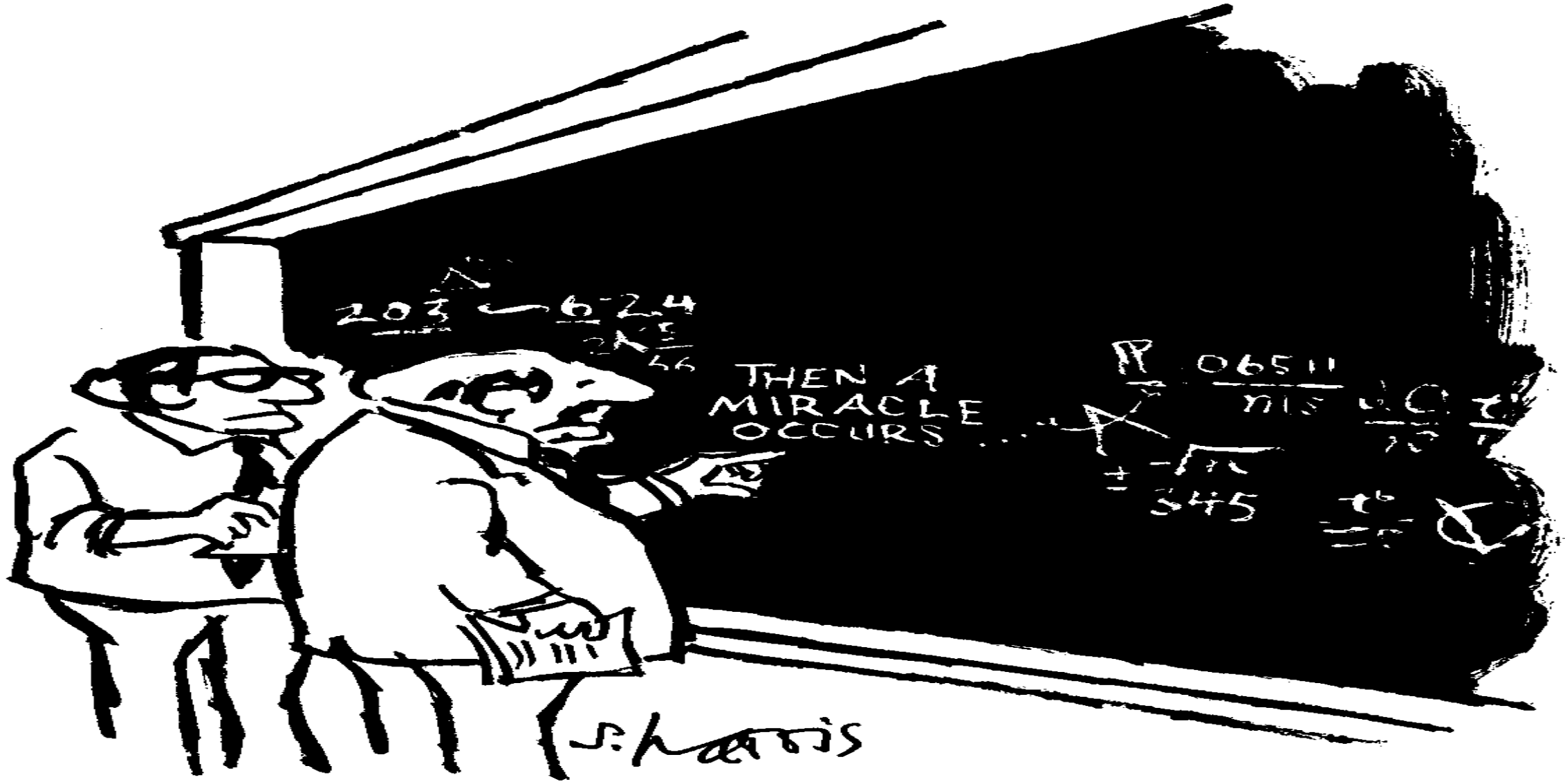
Professional Learning Program

- Planned, coherent, in-depth actions **and** the support system designed and implemented to develop educators' knowledge, attitudes, skills, aspirations, and behaviors to improve student achievement.


Professional Learning
Change in Teacher Behaviors in Classroom
Change in Student behaviors in classroom
Change in Student Achievement

Theory of Change

- Components of the program
- Sequence of components to accomplish results
- Assumptions underlying the program



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

Theory of Change

- Identifies the components of a program (what the program does)
- Specifies the relationship among the components to explain how the change occurs (sequence of actions)
- Delineates the underlying assumptions upon which the program is based

CHANGE MANAGEMENT

What's the value of having a theory of change for a professional learning program?

Talk it over.

A model for planning staff development. .

READINESS

Review the data packet
Set the goals
Advise all the stakeholders of the goals for understanding, motivation, and buy-in.

PLANNING

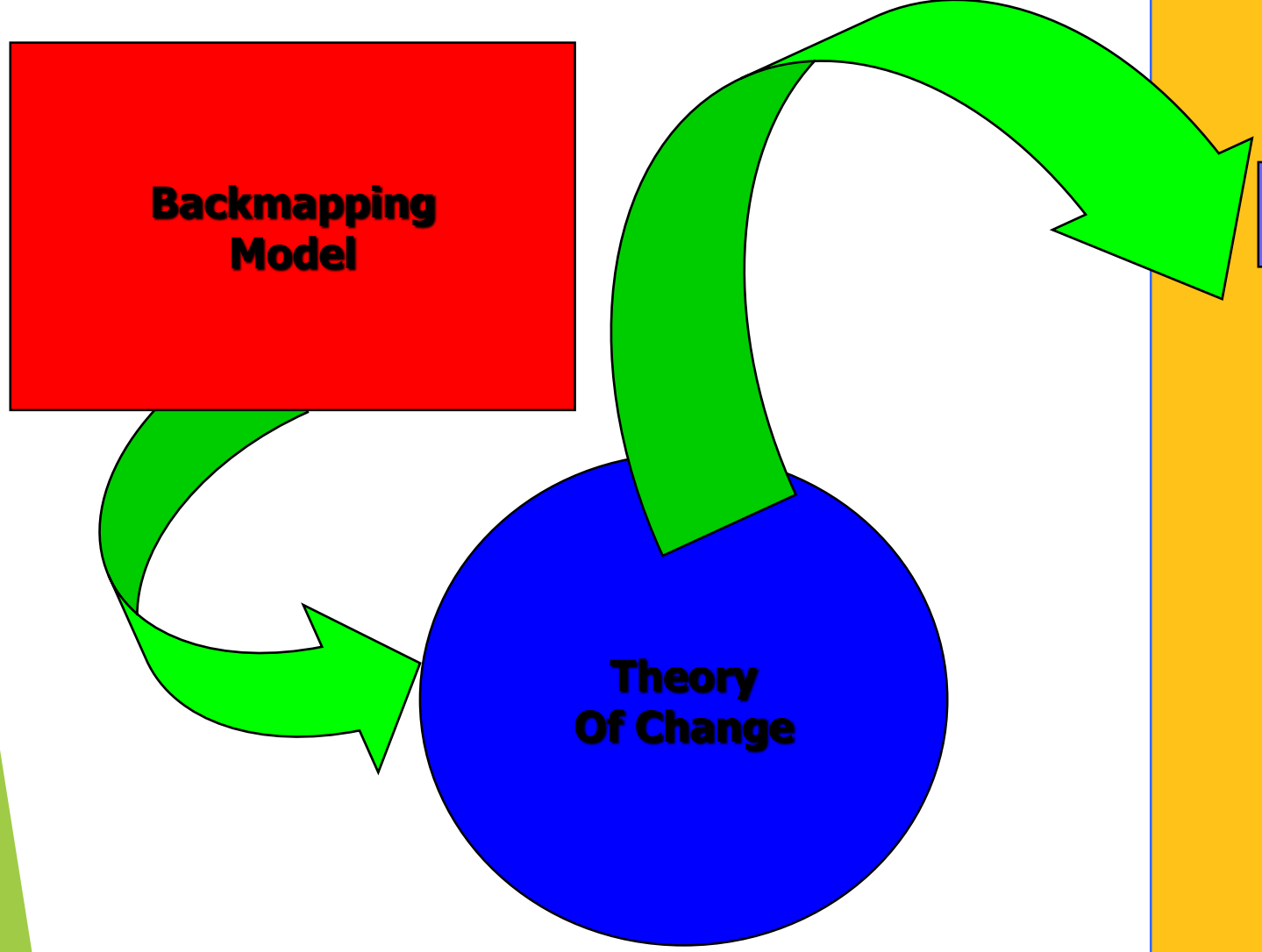
Based on the goals and the measures, what professional development do we need so the staff will know and be able to do in order to reach the goal(s).
When, where, who and how will the professional development be delivered?
What methods for follow-up will come after the initial training?
What systems support is needed to carry out the professional development plan?

TRAINING

Training is launched, monitored, and adjusted as needed.

IMPLEMENTATION

New learning is practiced.
Observation and feedback support the practice



Logic Model

Inputs

Activities

Initial Outcomes

Intermediate Outcomes

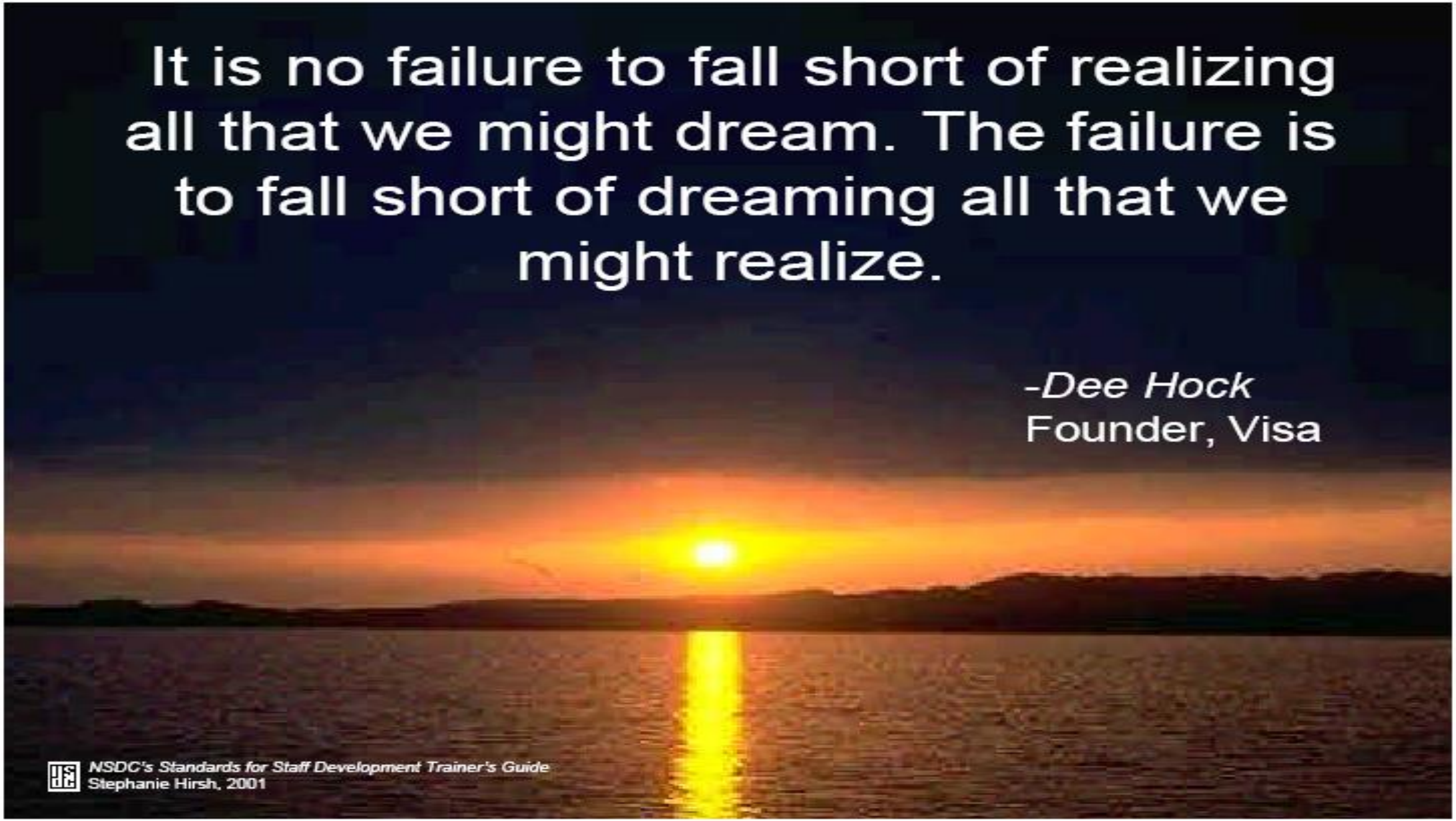
Intended Results

Staff Development Planning

What is your professional development vision?

Is the vision clearly:		Reflections
◄ Results-driven	Low . . . . . .High	
◄ Standards-based	Low . . . . . .High	
◄ Job-embedded	Low . . . . . .High	

Stephanie Hirsh
National Staff Development Council, 2001


It is no failure to fall short of realizing all that we might dream. The failure is to fall short of dreaming all that we might realize.
-Dee Hock
Founder, Visa
NSDC's Standards for Staff Development Trainer's Guide
Stephanie Hirsh, 2001

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*.

Evaluating professional learning

Planning

1. Assess Evaluability
2. Formulate Evaluation Questions
3. Construct Evaluation Framework

Conducting

4. Collect Data
5. Organize & Analyze Data
6. Interpret Data

Reporting

7. Disseminate Results/ Findings
8. Evaluate the Evaluation

Key Elements

Systematic	How rigorous is the process? Is it conducted in accordance with standards and guidelines?
Standards	Does it have merit and/or worth? Does it meet predetermined standards of success?
Audience	Who will use the evaluation? For whom is the evaluation being done?
Intended Uses	How will the evaluation be used? What decisions will be made as a result of the evaluation?
Program	Is the program ongoing, coherent, planned, and linked to student achievement?

Merit

The value of the program is judged by comparing its performance against established standards of excellence in the profession.

- **Did the program achieve its goals and meet its standard(s) of success?**

Results

What results for individuals, schools, communities …

SHORT *Knowledge* *Skills*	**MEDIUM** *Attitudes* *Aspirations* *Behaviors*	**LONG-TERM** *Intended Results*
Teachers gain knowledge and skills. Increase teachers' content knowledge.	Teachers gain aspirations, attitudes, and behaviors. Change teachers' instructional practices.	Students gain aspirations, attitudes, behaviors, knowledge, skills. Increase student achievement.

Joel Barker

- Vision without action is only a dream.

Sample Indicators of Success

Goal	Standard of Success	Indicator of Success	Data Source
Increase student achievement in mathematics	By 10% in three years	Fair and reliable measures of mathematics achievement	• SAT 9 • State assessment • Level tests • School wide common assessments

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

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

What am I taking back?

Thank you for being here! Thank you for attending my session!

NOW GO MAKE A DIFFERENCE BY INVOLVING OTHERS SO THEY LEARN!