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TRANSFORMING PROFESSIONAL LEARNING

PD 101
Professional Learning Standards

Design Assumptions

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- Deep content knowledge influences decision making
- Learning applied in context with peer and expert support promotes change in practice
- Tools and resources scaffold learning and change in practice
- Social interaction among learners extends understanding, motivation, accountability, and feedback
- Leadership focuses on the intersection of three points: Attributes of a leader, the work he or she does, and the impact he or she produces

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Standards for Professional Learning

Link to Student Results

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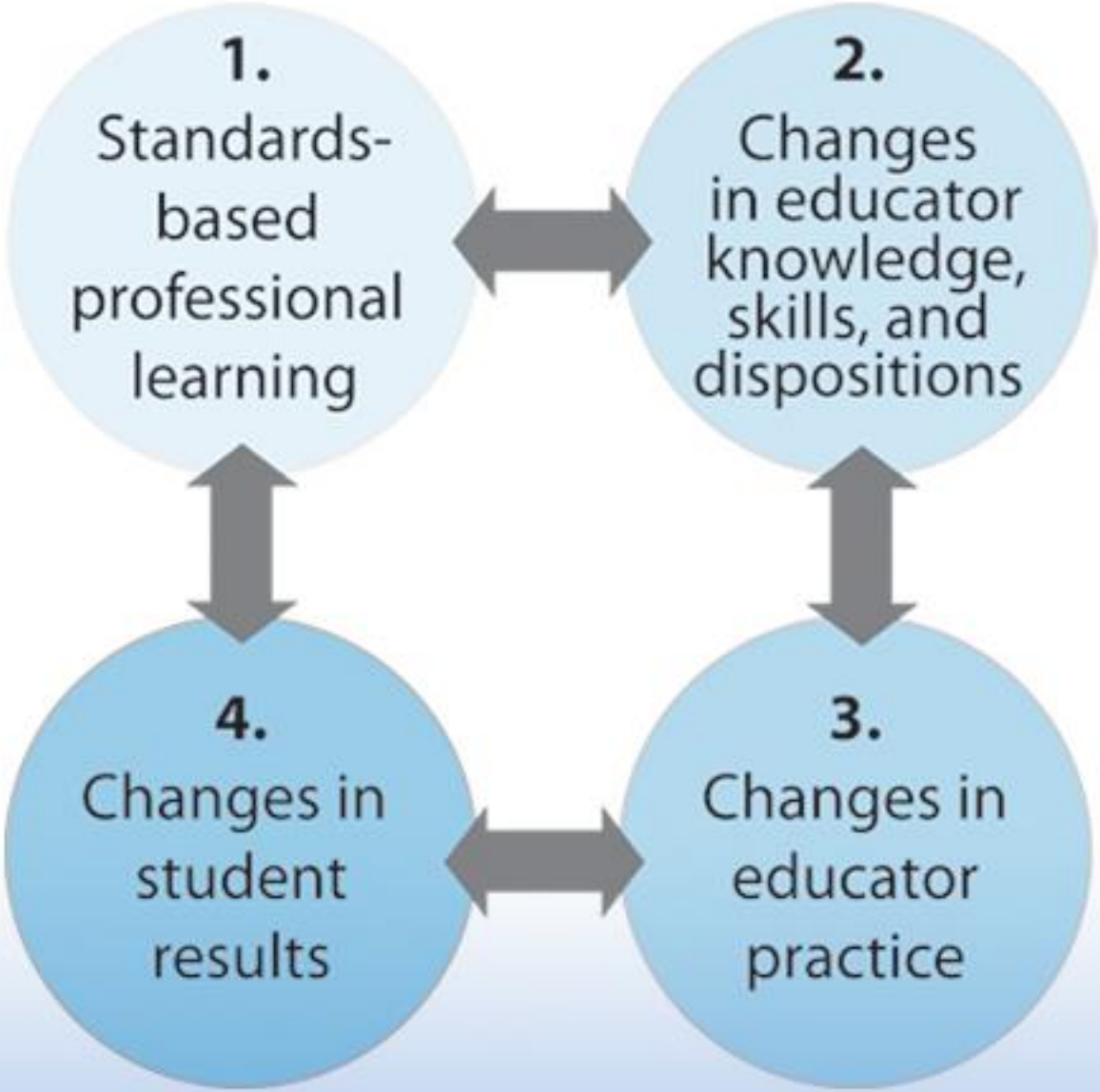

Why Standards?

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- They make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels
- They guide the design, implementation, and evaluation of professional learning

Prerequisites

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1. Educators commit to ensuring all students succeed
2. Educators are ready to learn
3. Professional learning fosters collaborative inquiry and learning
4. Educators learn in different ways and at different rates

Assumptions

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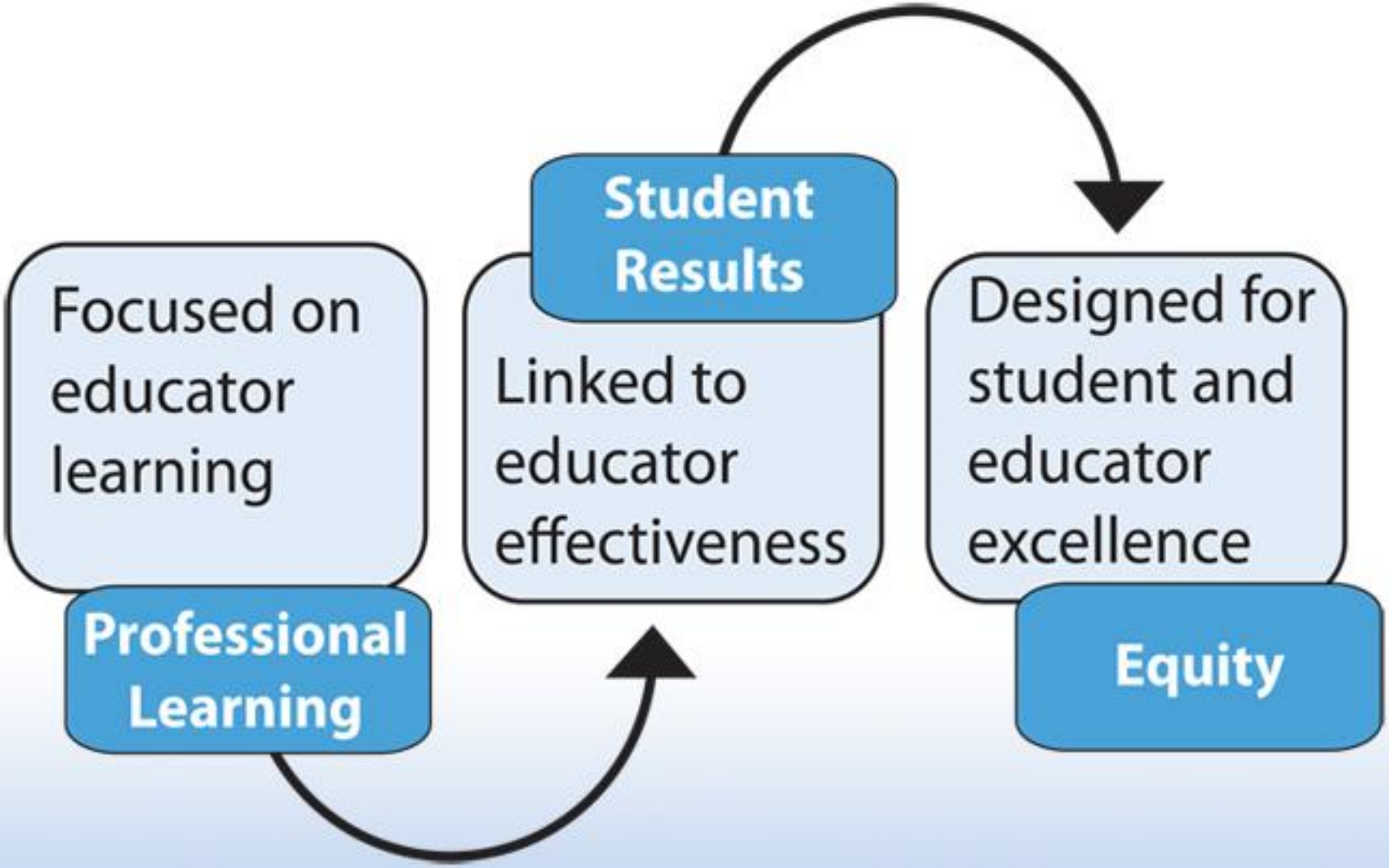

Core Concepts

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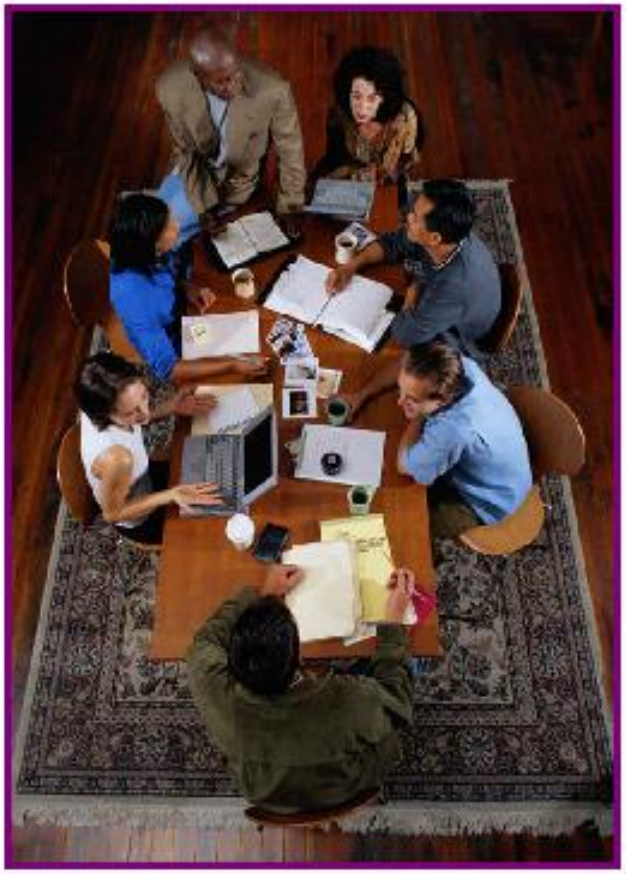
LearningForward Seven Professional learning Standards

Learning Communities, Leadership, Resources, Data, Learning Design, Implementation, Outcomes

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.

Job-Embedded Learning



- Happens during the work day in the work place.
- Supports team learning.
- Includes all the teachers all the time.

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

Teacher learning is most likely when teachers collaborate with professional peers, both within and outside of their schools, and when they gain further expertise through access to external researchers and program developers.

M. Bruce King & Fred M. Newmann (2000, April). Will teacher learning advance school goals? *Phi Delta Kappan*.

LEADERSHIP

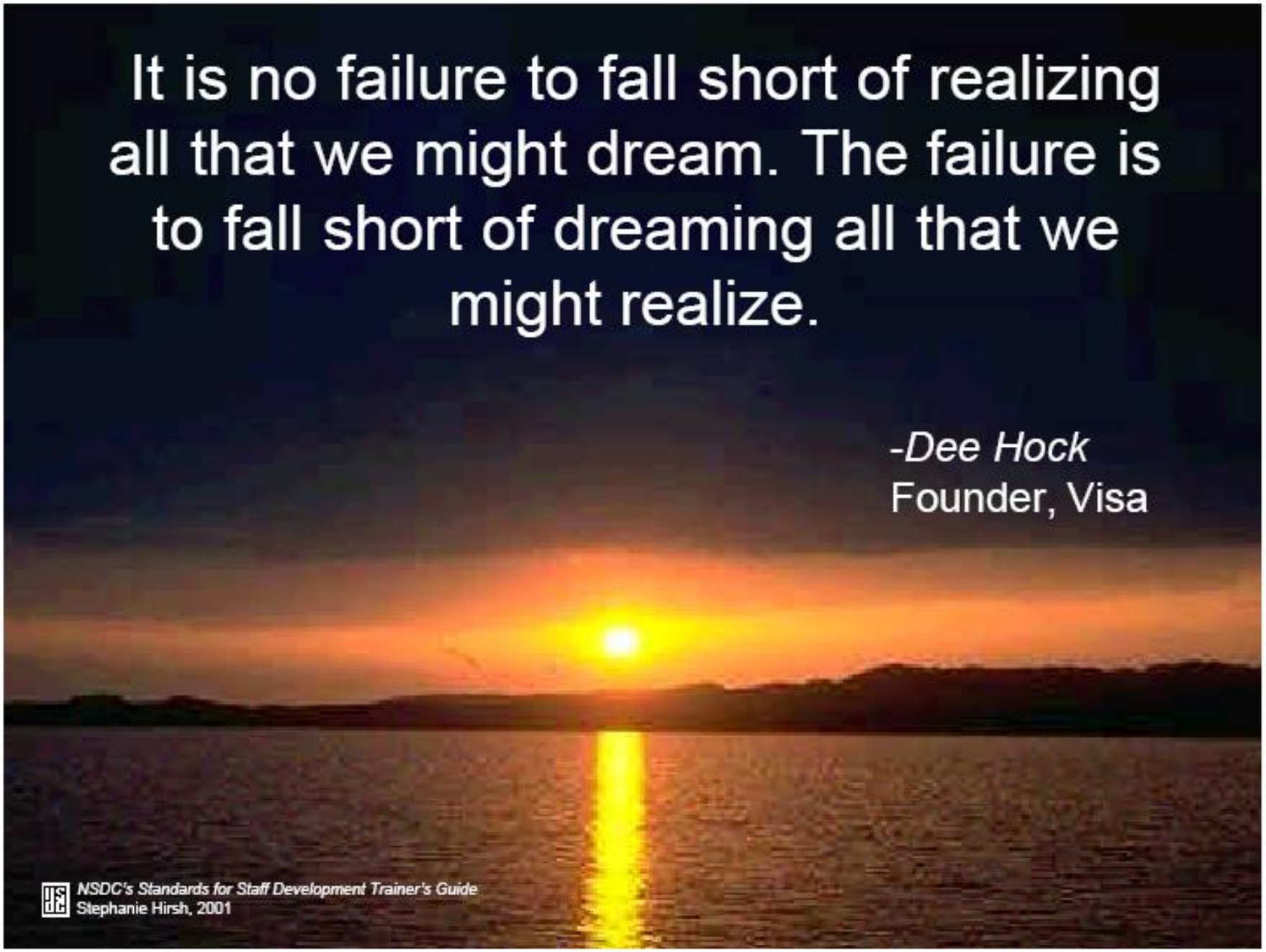
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning

Example is not the main thing in influencing others.
It's the *only* thing.

--Albert Schweitzer

RESOURCES

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


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

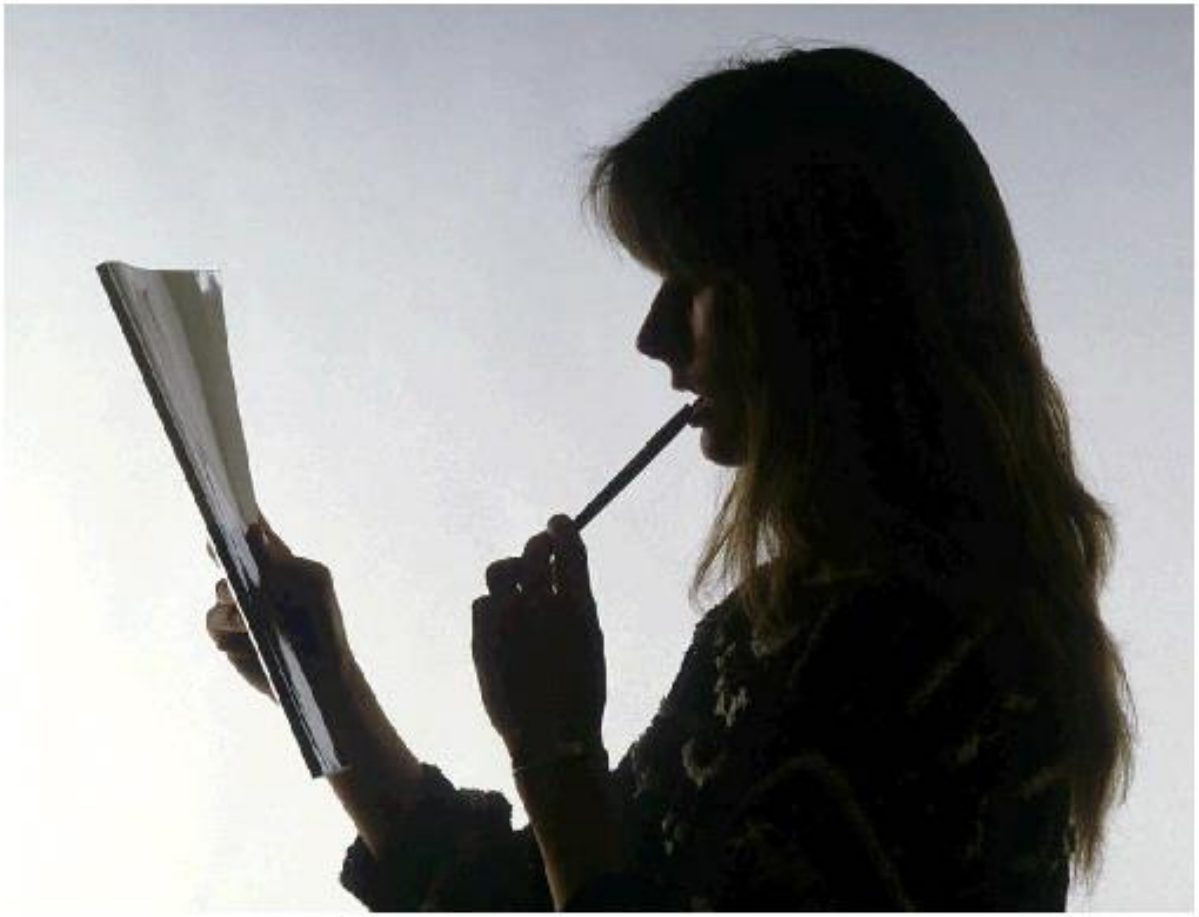
DATA

yes

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 development

People don't argue with their own data.

-Pike's Second Law



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

Learning DESIGN

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

Table 4.2 Purposes of Different Professional Learning Strategies

Strategies	Developing Awareness	Building Knowledge	Translating Into Practice	Practicing Teaching	Reflecting
Immersion in Inquiry	x	X			X
Immersion in Sci/Math World	x	X			
Curriculum Implementation		x	x	X	
Curriculum Replacement		x	x	X	
Curriculum Development/ Adaptation		x	X		
Workshops, Institutes	x	X	x		
Action Research		x			X
Case Discussion	x	x			X
Study Groups	x		x		X
Examining Student Work	x	x	x		X
Coaching and Mentoring		x	x	X	x
Partnerships	x	X			
Professional Networks	x	X	x		x
Developing Professional Developers		x	x	X	x
Technology	x	X	x		x

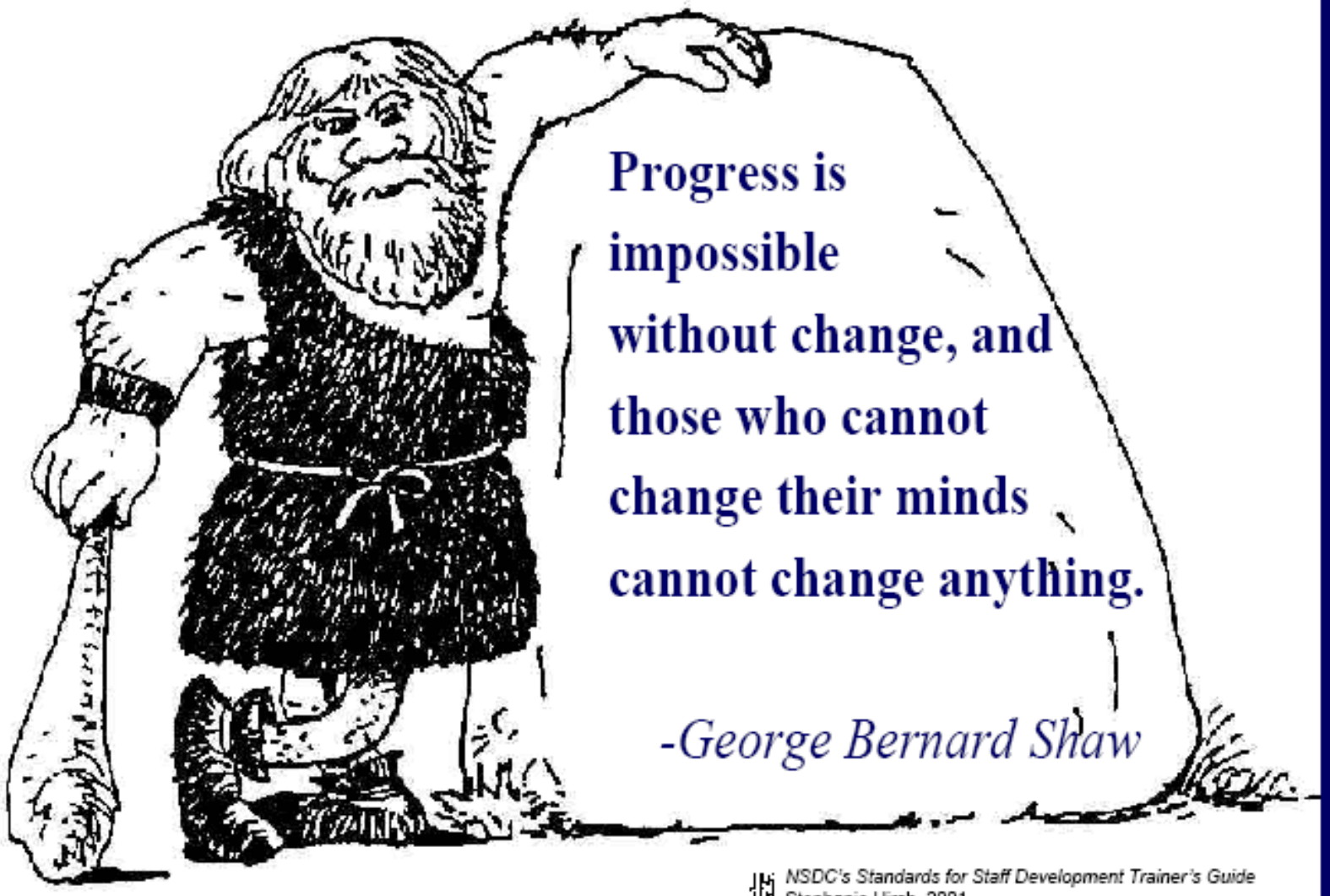
NOTE: A capital "X" indicates the primary purpose for each strategy, and lowercase "x" indicates one or more secondary purposes.

Susan Loucks-Horsley, Peter W. Hewson, Nancy Love, Katherine E. Stiles, *Professional Development for Teachers of Science and Mathematics* (Thousand Oaks, CA: Corwin Press, Inc, 1998), p. 46

Success is a journey not a destination.
-Anonymous
NSDC's Standards for Staff Development Trainer's Guide
Stephanie Hirsh, 2001

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.


Progress is
impossible
without change, and
those who cannot
change their minds
cannot change anything.
-George Bernard Shaw

RELATIONSHIP BETWEEN LEVELS OF IMPACT AND COMPONENTS OF TRAINING

Levels of Impact / Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application/Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching • Study Teams • Peer Visits	90%	90%	80-90%

If student achievement is to improve, the adults who work with students must also learn and grow.

Mary Neuman & Warren Simmons. (2000, September). Leadership for student learning. *Phi Delta Kappan.*

Outcomes

Professional Learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards

A Study of the Standards

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- **Jigsaw:** Individually read your assigned standard, including the introduction and elaboration. As a team, discuss the key points and your insights about this standard.

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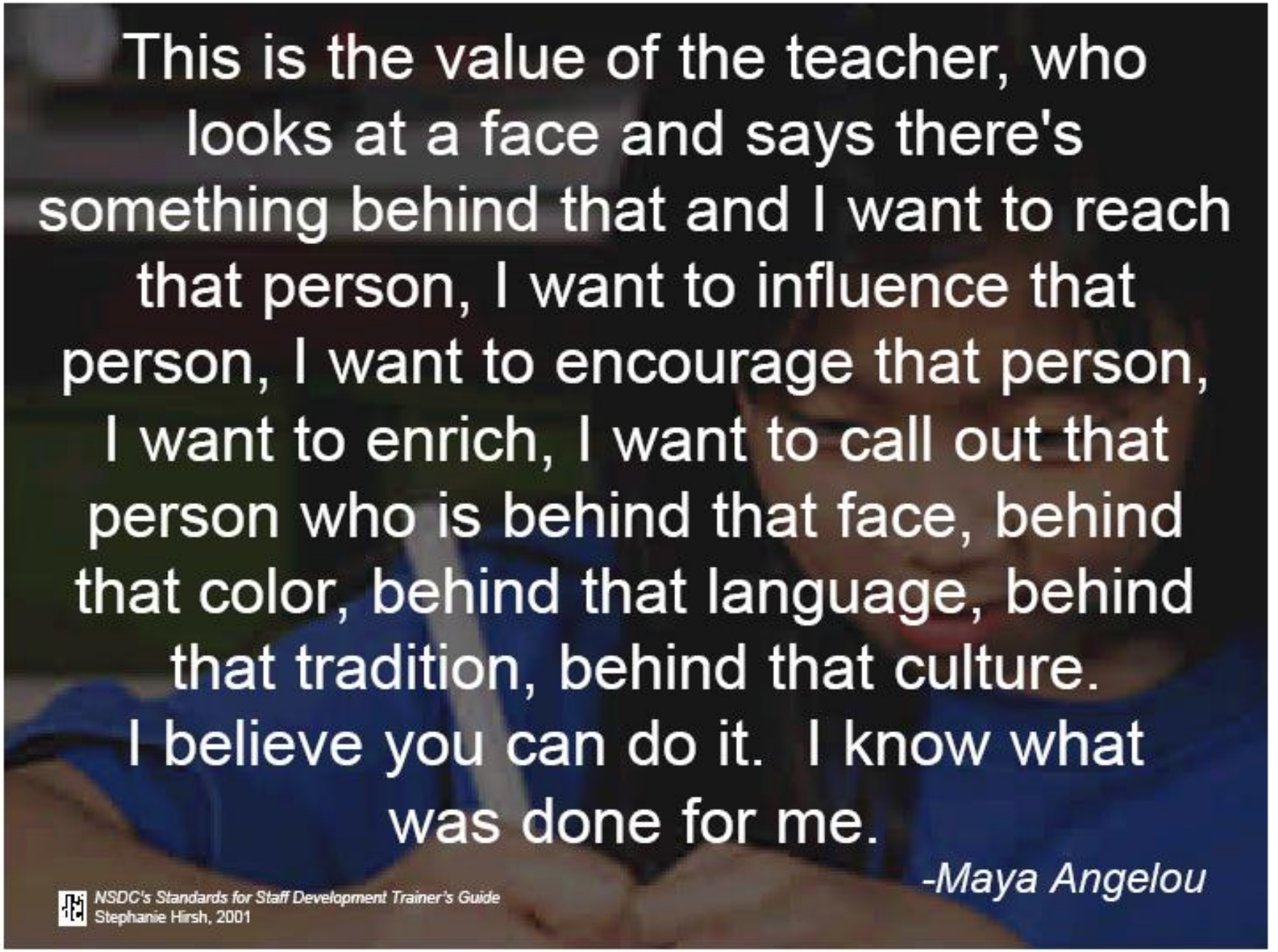
Windowpane: Prepare and post a chart using the windowpane template as a guide.

ESSENTIAL ELEMENTS OF QUALITY PROFESSIONAL LEARNING QUICK GUIDE

STAGE	INDICATOR	QUESTIONS FOR FACILITATORS
PLAN	**Clear outcomes and goals**	• Are outcomes of session written as SMART goals? • What is the plan for communicating/keeping focus on these goals?
	Preassessment plan	• How is preassessment aligned with the outcomes? • In what ways does preassessment measure teachers' readiness for the content?
	Peer review of plan	• What are benefits of ? • What are benefits of plan (draft)?
	Rationale	• What student achievement data support these outcomes? • What is the evidence of teachers' instructional practices that support the need for these outcomes?
	Facilitation strategies and transitions	• What are the adult learning strategies being used? • How is time managed, including transitions?
IMPLEMENT	**Learning cycle**	• How is prior knowledge evoked? • How do interactive activities include resources, deep processing, practice, rigor, and reflection?
	Engagement	• What are multiple opportunities for teachers to communicate, synthesize learning, and use feedback? • What are multiple structures used for interaction and feedback — whole group, small group, partner?
	Differentiation	• How is the range of teachers' needs addressed? • How will facilitators know if instruction meets teachers' needs?
	Formative assessments	• What formative assessment tools are used to adjust instruction toward outcomes? • How do formative assessments provide timely feedback?
EVALUATE	**Sustainability**	• What resources and supports are provided for teachers to continue pursuit of outcomes? • How will teachers share their short- and long-term plans to implement the outcomes?
	Feedback	• How and when will teachers provide specific and meaningful feedback to the facilitator? • How and when will the facilitator provide group and individual oral feedback to teachers based on goals and norms?
	Reflection	• When will facilitators collaboratively assess the professional development with this rubric and specific facilitator goals? • When will facilitators collaborate to analyze teacher feedback? • When will facilitators develop goals for next professional development based on this evaluation?

… 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.


This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture.
I believe you can do it. I know what was done for me.
-Maya Angelou

Self-Assessment

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- Use the self-assessment to determine the level of implementation in your school, district, or education agency
- Make notes on the evidence that informs your score
- Comment to colleagues on your strengths and gaps

Strengths

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- Determine which standards(s) is your strongest
- Meet colleagues who share that same standard as a strength
- Share the evidence of this strength, i.e. what is it you are doing in relationship to this standard?

Gaps

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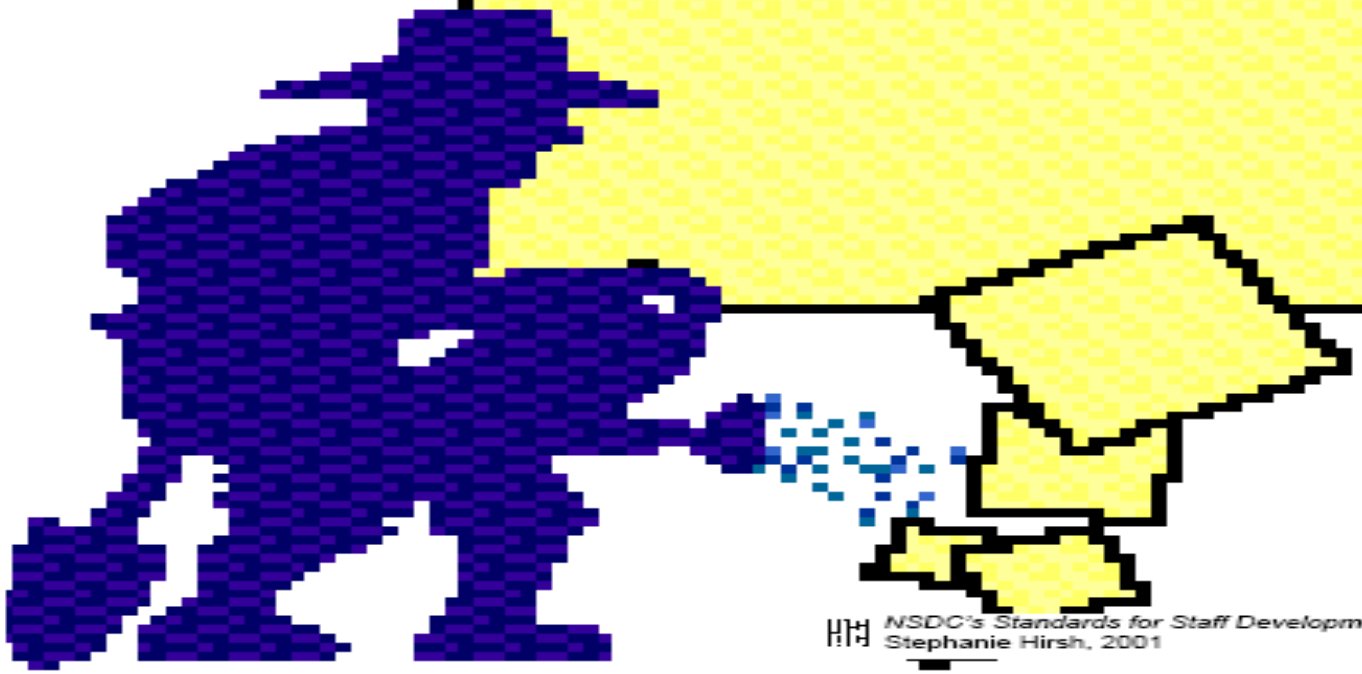
- Determine which standard(s) is your biggest gap area
- Identify what happens with a gap in this area
- Use the strength chart to identify possible strategies for addressing this gap

In Terms of These Standards

Where is there evidence of a strength in your organization?

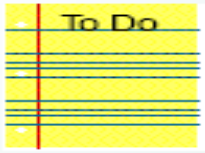
Where is there evidence of a need for attention?



What touched your intellect?

What touched your heart?

What questions do you still have?



What is now on your "To Do" list?

Joel Barker

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- Vision without action is only a dream.

Let us put our minds together and see what life we can make for our children.
Sitting Bull, 1877
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