Managing Change

Professional Learning 102

Show Me Professional Learning Conference

2019

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Today's Agenda

Introductions

Job-embedded, ongoing professional learning. Missouri's Vision for Professional Learning. How does it happen?

What is our (PDC) Role?

How are we (PDC) doing?

How do we (PDC) plan for results

Standards Overview

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
PD REDESIGN COMMUNITY

Missouri Mandates and Regulations

Establish a Professional Development Committee (PDC) in each district 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

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.20 - OFFICE OF EDUCATOR QUALITY

CHAPTER 850 - PD 5 CSR 20-400.380 Mentoring Program Standards

PURPOSE: This rule clarifies the standards for successful mentoring programs.

A successful mentoring program shall include

(A) An introduction to school policies, procedures, and mission (handbooks, CSIP, goals aligned with evaluation tool aligned with effective evaluation as evidenced by core data, with mentors who recognize mentoring is not evaluation; confidentiality is required, and aligning class schedules and planning periods to complement mentoring duties.

Mentoring Standards

- **(B) An introduction to community characteristics/norms/local expectations (tour, housing, medical, father community). Identifies mentoring characteristics, outcomes, assessment tools, & timelines in a systematic and specific 2 year mentoring and PL plan with priorities indicators –mentors should have 4 years experience, cognitive coaching & collaboration skills training, and this should be supported through PD funds or stipends to support duties.**

Mentoring Standards Con't

(C) Encourage membership & participation in professional organizations at district/school/state/national. Schools should gather regular systemic, qualitative & quantitative feedback from mentors & administrators to evaluate if mentoring is working, align with CSIP & certification requirements, and mentors should maintain confidentiality. Mentors should have observation and feedback skills and there should be a minimum of 4 class periods each year for mentor release time to coach, observe, and meet.

Mentoring Standards

- **(D) Address issues of diversity and equity. Establish outcomes and be committed to continuous learning, reflection, and mentoring to provide awareness of phases of first-year educators (stress, depression, etc) and provide a minimum of 4 opportunities for mentees to observe master educators each year.**

(E) Provide systematic & ongoing process of introduction to data analysis, assessment practice and process, (not a one day workshop). Requires exit interviews of departing staff. Provide mentoring training and performance-based evaluation training as well as certification requirement understanding and provides release time to attend PL conferences, trainings, and meetings.

(F) Includes school district initiatives and parental feedback and is supported by CO and Board as evidenced by trend data and establishes non-evaluative mentor observations guided by needs identified by mentor and mentee so mentees understand broad educational issues and specific issues along with providing resources.

Mentoring Standards

(G) Define professional educational & district acronyms in professional learning evaluation and encourages structured experiences and expectations for all new educators (plan time, meeting time, time management) while establishing opportunities for mentees to observe master teachers and plan for completion of required beginning teacher assistance program (aligned with BTAP guidelines). Must have a strong focus on pedagogy best practices, content knowledge, assessment practices, and classroom management while encouraging problem solving and independent thinking.

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.

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.

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?

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 staff participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the comprehensive school improvement plan (CSIP)**

MSIP

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2. Professional learning is an ongoing process that occurs in the context of all instructional staff positions and promotes the use of evidence-based instructional practices..

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:

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. District leaders assess teachers for consistent implementation of effective evidence based instructional practices with fidelity by routinely observing and providing feedback on classroom instruction.

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. 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 assessmer curriculum development, positive classroom learnin environments, utilization of case studies, and action research .

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. .The district has a written procedural plan for professional learning that includes

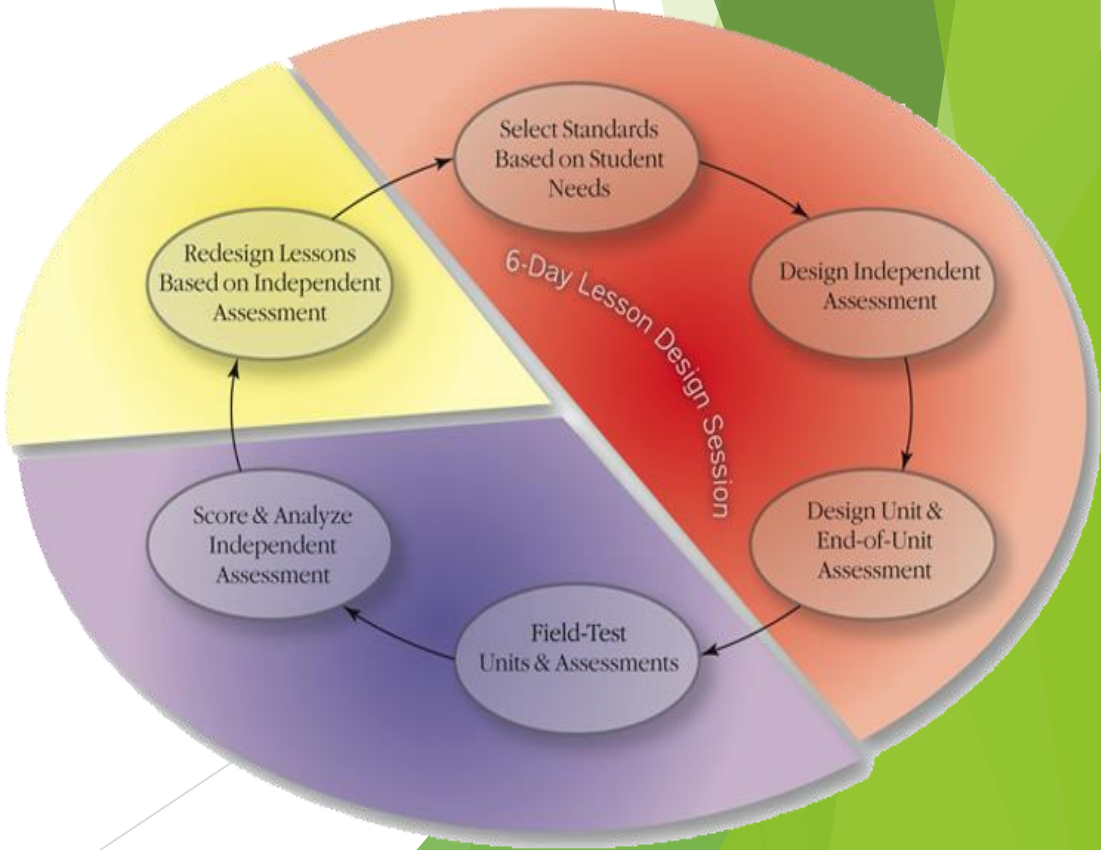
the professional learning guidelines.

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. The district provides time and resources for the professional learning of each staff member.

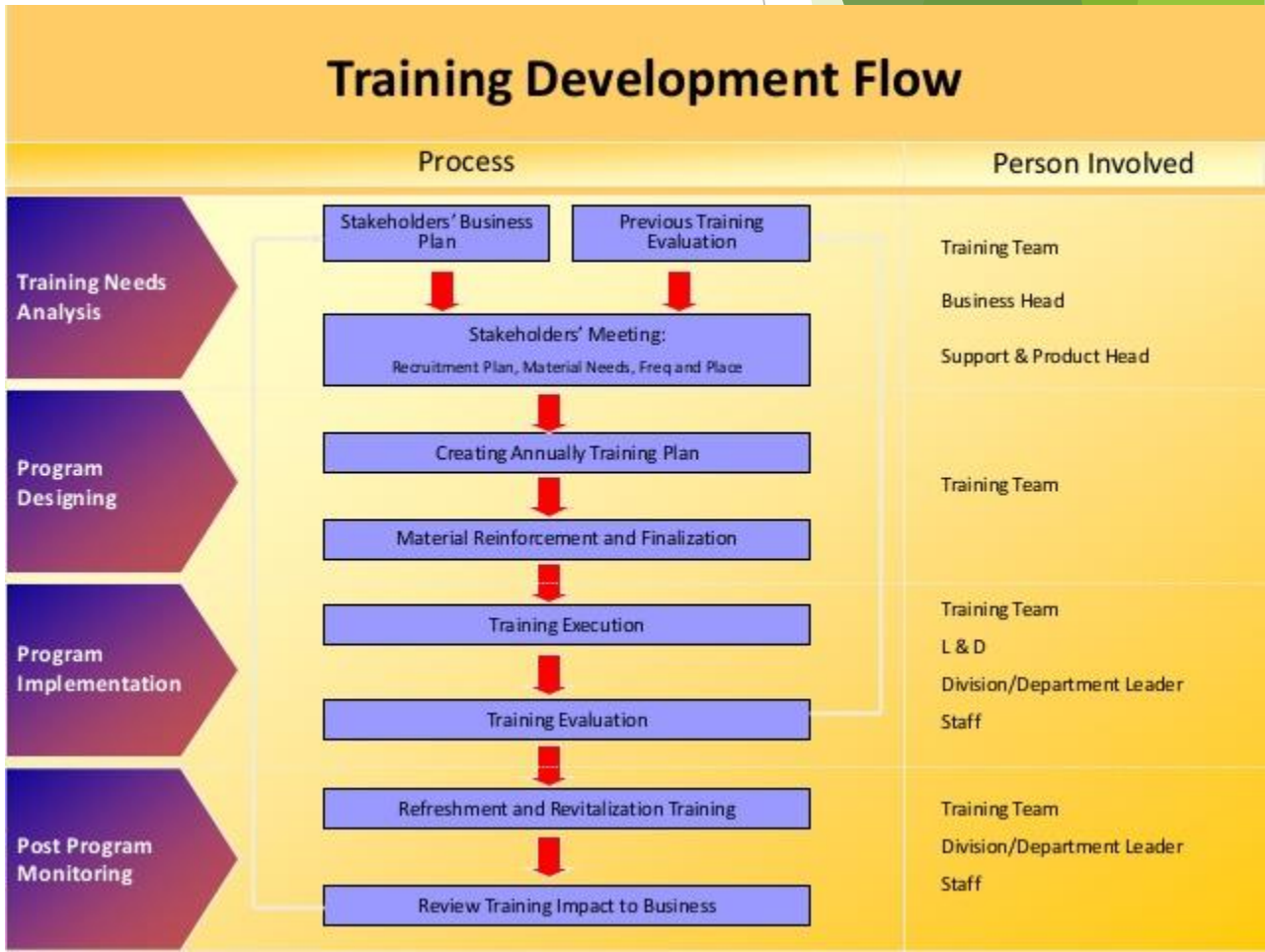
Lesson Design Cycle



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 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.

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.

- 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.

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.

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.

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