Where Do We Go From Here?

SHOW ME PD CONFERENCE 2020

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Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to ensure students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) to enable schools and school systems to reach that final destination — high levels of learning for all students.
Professional Learning

Change in Teacher Behaviors in Classroom

Change in Student Behaviors in Classroom

Change in Student Achievement

Professional Learning
Missouri Professional Learning Mission

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. 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.
Missouri Professional Learning Mission

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. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, 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.
Standards Overview

- Learning Communities
- Learning Designs
- Resources
- Leadership
- Data
- Implementation
- Outcomes
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.
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
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.
Funding and Spending
How will compliance for the expenditure of PDC fund be monitored?

• Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be

• required to include compliance statements.
What is the penalty if a district fails to allocate and expend the required amounts for professional learning?

- The district will not receive state aid under the foundation program during the following year.
Must the 25 percent carryover money be spent the next year?

Although not specifically addressed by law, the Department of Elementary and Secondary Education (DESE) guidelines specify it must be spent first in the following years.
Education is the key to success in life, and teachers make a lasting impact in the lives of their students.

Solomon Ortiz
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.
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.
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.
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.

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.
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.
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.
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?
Questions to Discuss

- 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.

Missouri aligns their guidance between MSIP, CSIP, and PD Plans
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)
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 is an ongoing process that occurs in the context of all instructional staff positions and promotes the use of evidence-based instructional practices.
"People underestimate their capacity for change. There is never a right time to do a difficult thing."

- John Porter
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.
Each person holds so much power within him/herself that needs to be let out. Sometimes one just needs a little nudge, a little direction, a little support, a little coaching, and the greatest things can happen. Pete Carroll
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 assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research.
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.
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
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.
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.
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.
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.
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.
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 Why, How, and What of Professional Learning

When considering a new initiative, it usually begin with the what we are going to do, then the how are we going to do it, and finally the why we are doing it.

However, most adults want to know why any new change is needed and requires professional learning then the how and finally the what. Sinek’s order is called the Golden Circle
Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

Now go make a difference by involving others so they learn!
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
### Desired Outcome 1.1: Meets regularly with colleagues during the school day to plan instruction.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Meets regularly with learning team during the school day to plan instruction, examine student work, and monitor student progress.</td>
<td>Works with learning team on special instructional projects during planning time.</td>
<td>Works with others on non-instructional issues. Addresses personal concerns, not group issues.</td>
<td>Uses planning time for individual planning.</td>
<td>Uses planning time for non-instructional tasks (e.g., management, personal tasks).</td>
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### Desired Outcome 1.2: Aligns collaborative work with school improvement goals.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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.</td>
<td>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 specific grade or subject area.</td>
<td>Works in a learning team (grade level, subject matter, interdisciplinary, vertical) to address issues related to specific grade or subject area.</td>
<td>Works alone; addresses individual issues rather than school or grade level issues.</td>
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### Desired Outcome 1.3: Participates in learning teams, some of whose membership extends beyond the school.

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<th>Level 6</th>
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</thead>
<tbody>
<tr>
<td>Participates in state, regional, districtwide and/or national networks. Participates in interdisciplinary or subject matter grade level learning teams.</td>
<td>Participates in districtwide and regional networks and interdisciplinary or subject matter grade level learning teams.</td>
<td>Participates in both interdisciplinary and subject matter grade level learning teams within the district.</td>
<td>Participates in interdisciplinary learning teams and/or subject matter or grade level teams only.</td>
<td>Participates in individual learning outside grade level, subject area, and/or school.</td>
<td></td>
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</table>
Share your findings

- With your shoulder partner(s) please share where you marked how well you are creating learning communities for your educators.
## Action Planning Process Tool for Using the Professional Learning for School Improvement Planning

<table>
<thead>
<tr>
<th>Standard: Professional Learning that improves the learning of all students… Desired Outcomes:</th>
<th>⑥ What we are doing now… (current)</th>
<th>⑦ What we want to do… (desired)</th>
<th>⑧ Barriers</th>
<th>⑨ Boosters</th>
<th>Action Ideas for revising the SIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING COMMUNITIES</td>
<td>① What is the level of behavior/practice identified by the professional for this Desired Outcome?</td>
<td>② What is the next level of behavior/practice from the IC on that Desired Outcome that the school wants to pursue in the SIP?</td>
<td>③ What will currently hinder our efforts to make these changes?</td>
<td>④ What will currently support our efforts to make these changes?</td>
<td>⑤ What actions will we take to increase the current level of Professional Learning Standards use in supporting the implementation of the SIP?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Teacher</th>
<th>Principal</th>
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<tbody>
<tr>
<td>1.1: Meets regularly with colleagues during the school day to plan instruction.</td>
<td>①: Participates in learning teams, some of whose membership extends beyond the school.</td>
</tr>
<tr>
<td>③: Participates in learning teams, some of whose membership extends beyond the school.</td>
<td>①: Creates and maintains a learning community to support teacher and student learning.</td>
</tr>
<tr>
<td>②: Aligns collaborative work with school improvement goals.</td>
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</tr>
<tr>
<td>④: Participates with other administrators in one or more learning communities.</td>
<td>④: Participates with other administrators in one or more learning communities.</td>
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HERE ———> THERE

WE THOUGHT WE’D PUT IN THE DETAIL LATER...

CHANGE MANAGEMENT
# Results

*What results for individuals, schools, communities ...*

<table>
<thead>
<tr>
<th>SHORT</th>
<th>MEDIUM</th>
<th>LONG-TERM</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge Skills</strong>&lt;br&gt;Teachers gain knowledge and skills.</td>
<td><strong>Attitudes Aspirations Behaviors</strong>&lt;br&gt;Teachers gain aspirations, attitudes, and behaviors.&lt;br&gt;Change teachers’ instructional practices.</td>
<td><strong>Intended Results</strong>&lt;br&gt;Students gain aspirations, attitudes, behaviors, knowledge, skills.&lt;br&gt;Increase student achievement.</td>
</tr>
<tr>
<td>Increase teachers’ content knowledge.</td>
<td></td>
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</table>
If I'm going to change I might as well catapult
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
“What if we don’t change at all ... and something magical just happens?”
Joel Barker

- Vision without action is only a dream.
What am I taking back?
Thank you for being here! Thank you for attending my session!