High-Quality Professional Development

Marcia Barnhart & Allie Sberna ·January 17,2018

Ohio | Department of Education

WI-FI Connection

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Session Topics

PD and Changing Practice

Ohio Standards for PD

ESSA Criteria for PD

Components of Local Literacy Plan

Section 1: Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Se**ction 8:** Expectations and Supports for Learners and Professionals

Section 8

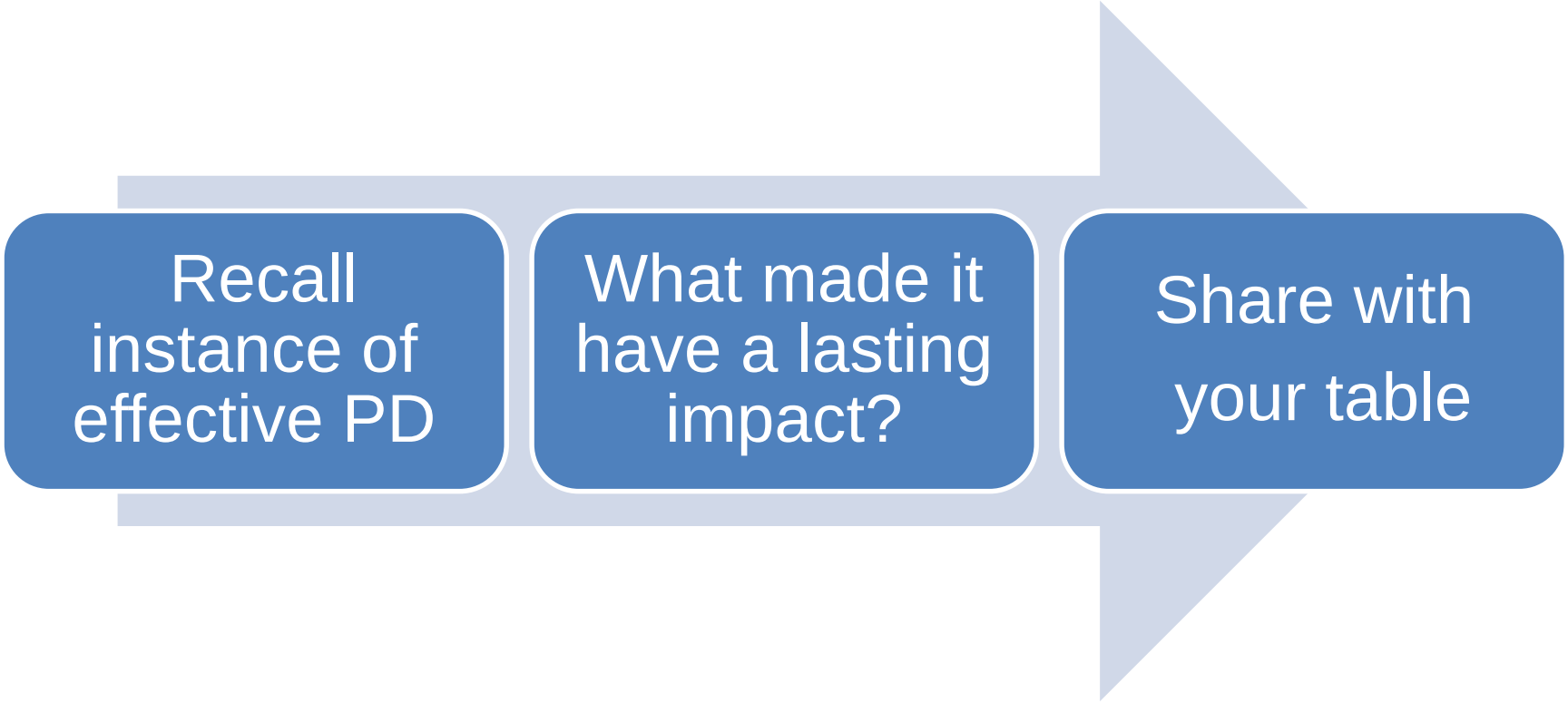
Expectations and Supports for Learners and Professionals

PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

PART C: PROFESSIONAL DEVELOPMENT PLAN

Activation Activity



Adjectives to Describe

1. _____

2. _____

3. _____

Purpose of Professional Development

"Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs and in the learning outcomes of students."

Guskey, 2002, p. 1

Must Consider

What motivates teachers to engage in professional development.

The process by which change in teachers typically occurs.

Motivation

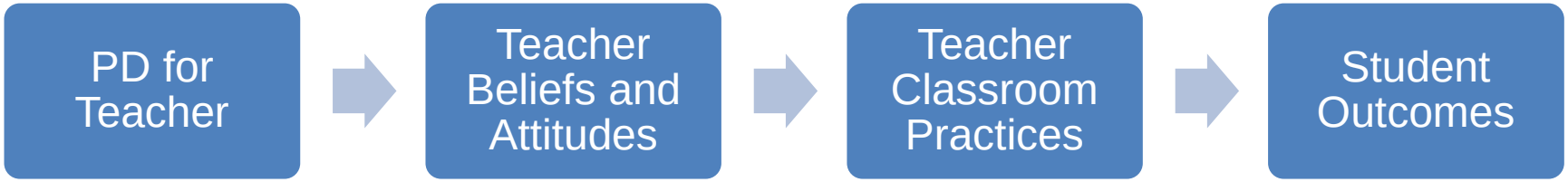
Become better teachers (improving student outcomes)

Increased competence

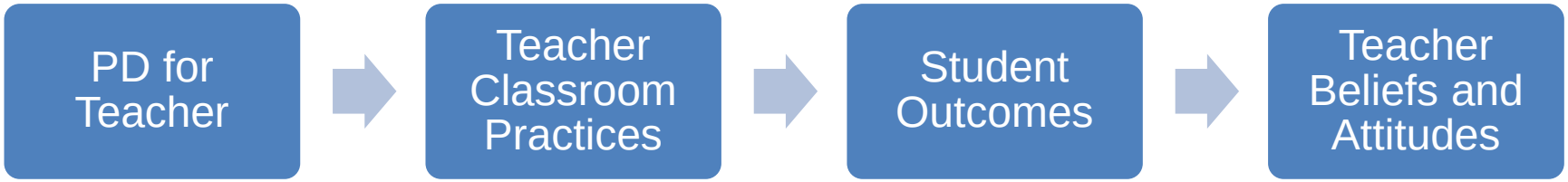
Greater professional satisfaction

Process of Change

Common Belief of PD and Change



Recent Research Findings of PD and Change



Professional Development

Recognize that change is a gradual and difficult process for teachers.

Professional Development

Ensure that teachers receive regular feedback on student learning progress.

Professional Development

Provide continued follow-up, support and pressure.

Professional Development and Teacher Change, Thomas R. Guskey, 2002

Two Resources

Ohio Standards for Professional Development

Every Student Succeeds Act (ESSA)

Ohio Standards for PD

Guidelines for creating a **system** of effective professional learning

Set of clear expectations for professional learning

Standards to guide efforts in:

- Selecting and evaluating professional learning opportunities
- Establishing policies for professional learning opportunities

Intended Audience

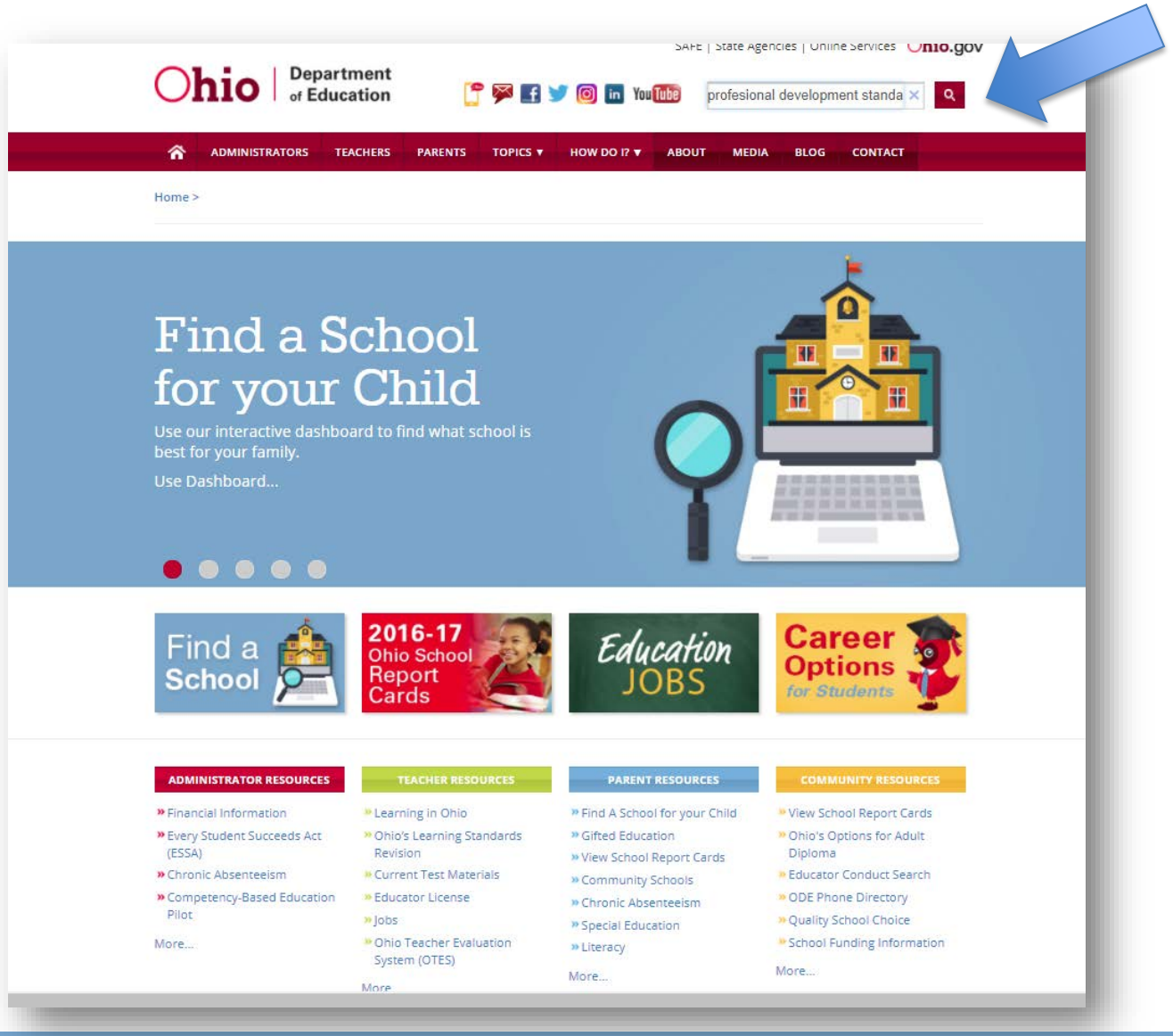
- Individual educators
- Principals
- School and district leaders
- Higher education
- External vendors
- Local professional development committees

Ohio Standards for Professional Development

Includes seven standards:

- Standard 1: Learning Communities
- Standard 2: Leadership
- Standard 3: Resources
- Standard 4: Data
- Standard 5: Learning Designs
- Standard 6: Implementation
- Standard 7: Outcomes

Access the Standards



Know Ohio's Standards

ESSA

Federal definition

Most prescriptive ever in history

Six specific criteria

How does ESSA define professional development?

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.

ESSA Criteria

Sustained	Intensive	Collaborative
Job-Embedded	Data-Driven	Classroom-Focused

Bridging the Gap

Paving the Pathway from Current Practice to Exemplary Professional Learning

Frontline Research and Learning Institute

https://www.frontlineeducation.com/Frontline_Research_Learning_Institute/Reports/ESSA_Report

(Google: Bridging the Gap Frontline)

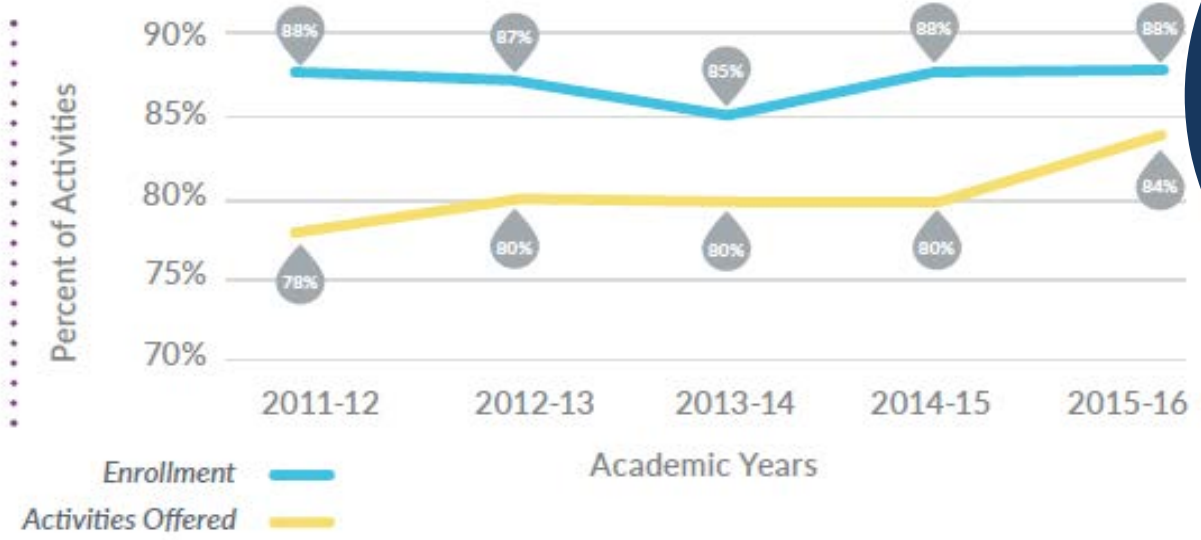
The majority of professional development falls short of the ESSA definition.

How does your current practice align to the new definitions?

Sustained:

Taking place over an extended period; longer than one day or a one-time workshop

Figure 2:
Incidence of One-Time Professional Development



80% of professional development activity enrollments over five years were not sustained.

13% of activities included more than three meetings.

Sustained

Mode	Expert to Group	Expert to Individual	Peer to Peer
Definition	Content is designed to be delivered to educators together based upon core concepts or shared needs.	Content is designed to be delivered to individual educators based upon demonstrated need.	Content is based upon observation of or engagement in dialogue with others in similar positions.
Examples	• Workshops • Classes (on-line or in person) • Lectures	• Coaching • Mentoring • Demonstration	• Professional learning communities • Co-observation

Sustained Metric

Expert to Group	Expert to Individual	Peer to Peer
• Number of meetings for a course • Count of times an individual educator participates during a school year	• Number of times principal or other instructional leaders meets with teacher • Duration of meeting period	• Periodicity of PLC meetings • Number of peer observations • Number of content-driven meetings between teachers

How many times is enough?

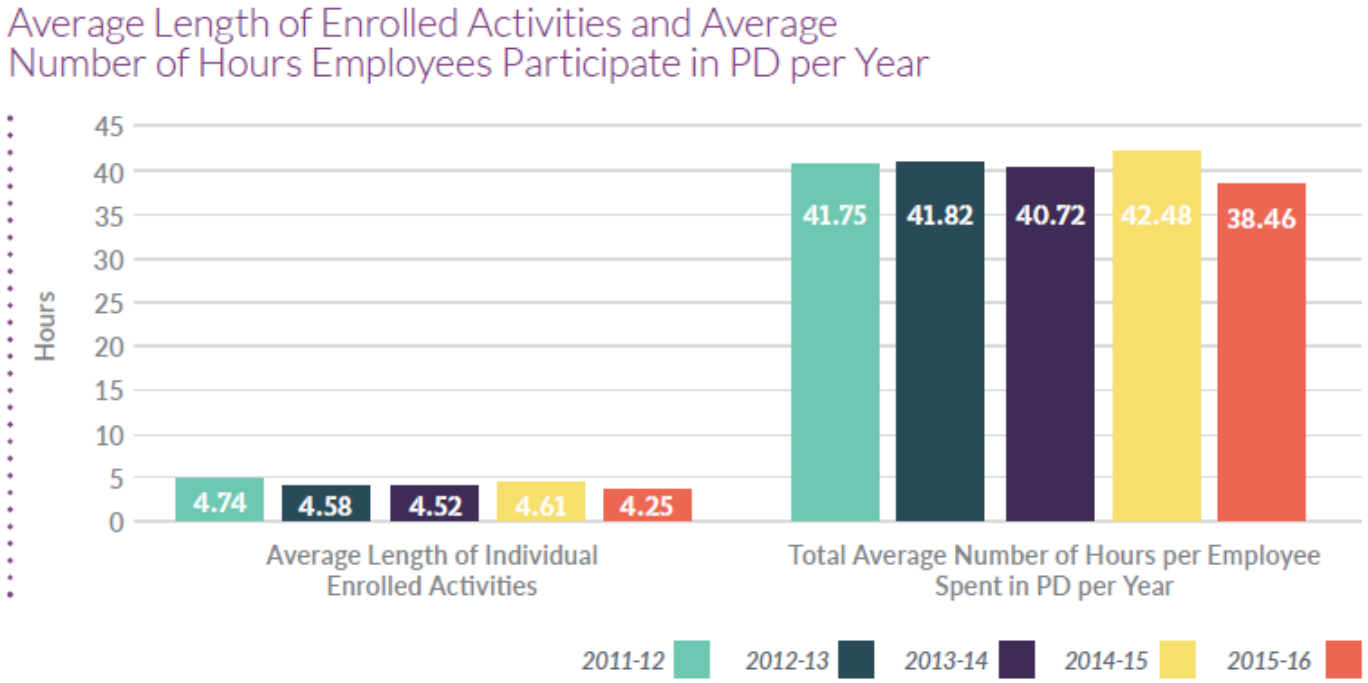
3 or fewer ≠ sustained

4, 5 or 12 times = contextual

Based on district, school, skill, need, etc.

Intensive:

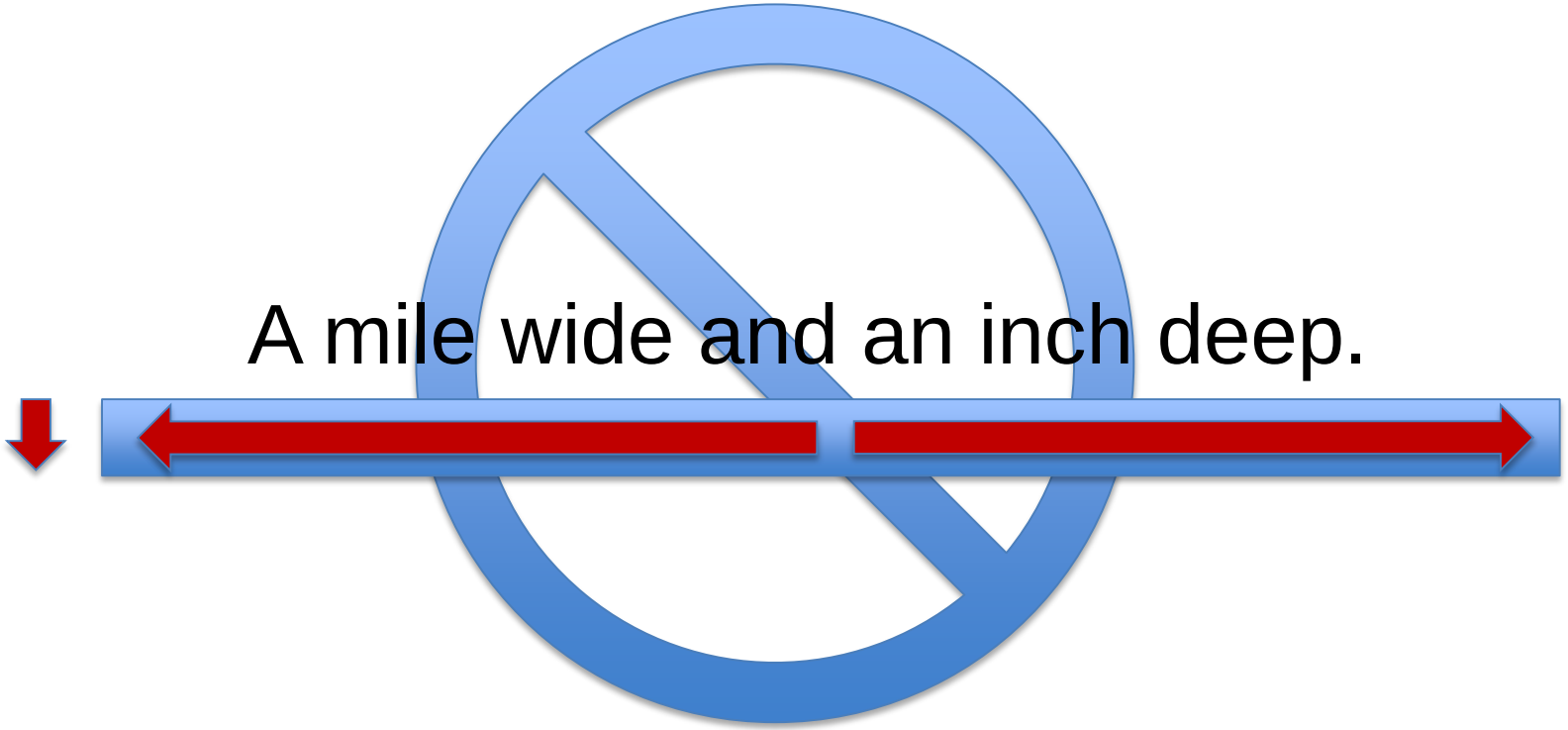
Focused on a discreet concept, practice or program



The average PL activity was 4.5 hours.

The average total amount of time teaching professionals spent in PL each year was 41 hours.

Key Concept for Intensive



Effective Professional Development

INCH WIDE

MILE DEEP

Intensive Metric

Expert to Group	Expert to Individual	Peer to Peer
• Length in hours of course meeting • Total amount of time in hours spent **on one topic or standard**	• Length of observations of teaching focused on **one competency** • Total amount of coaching time focused on **one competency**	• Total amount of time spend on **one area** • Length of peer coaching sessions focused on **one topic or standard** in hours • Length in hours of observations and associated debriefings

How much time is enough?

49 hours devoted exclusively to a topic as the minimum requirement for developing competency

Current findings:

4.25 hours

Take Away: Fewer than 14 hours does not yield significant results for student outcomes.

(Yoon et. al., 2007)

Understood Challenges

1. There may not be adequate time to go deeply on anything.

2. There is an enormous gap between how much time is needed and how much time is presently spent on PD.

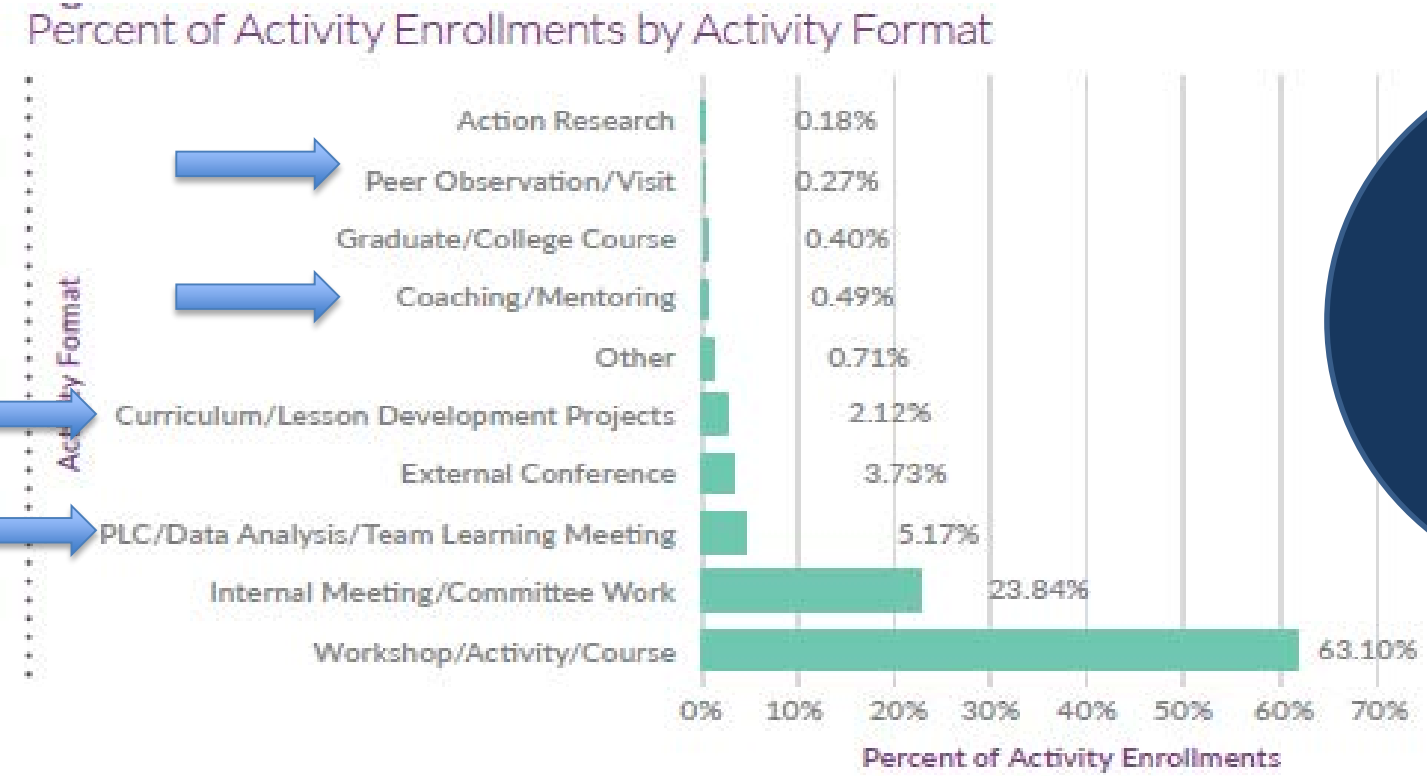
Pitt County Schools: An Exemplar

Goal: Increase time spent on learning key competencies to improve instruction

School Year	National Average	Pitt County
2011-2012	4.74	10.11
2012-2013	4.58	8.49
2013-2014	4.52	9.35
2014-2015	4.61	13.67
2015-2016	4.25	11.98

Collaborative:

involving multiple educators, educators and coaches or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding



9% of activity enrollments were in formats that inherently include collaborative learning designs

Questions for PD Planning

Shared Understanding
What is the learning objective?
What will participants know and be able to do as a result of the learning?
How does it relate to other professional competencies that educators have or are building?
How will we know if professional learning improves student learning?

Questions for PD Planning

Working Together
What kind of learning process leads to the learning outcome?
How should people engage with one another to advance the learning process?
What struggles might be required to advance understanding?
How will feedback loops and other communication cycles inform learning?
How will the group identify shared blind spots and address them?

Questions for Planning

People
Who are the participants that need to learn (are they appropriately matched together or divided by prior knowledge)?
What background knowledge, skills and experience is required to advance learning?
What relational dynamics will facilitate working together?
Who is able to participate and when?

Reciprocity

Key Ingredient of Collaborative PD

Members share both teaching and learning.

Mutual Exchange

Ways to Achieve Collaboration

Workshop	
Typical Challenge	**Example Improvements**
Expert-to-novice instruction Short duration Content not specific to context Single product or skill outcome Not personalized	Expert-educator reciprocity Continued meetings and ongoing follow up Prioritized learning based on context Multiple competency-based outcomes Group-led objective setting and learning

Ways to Achieve Collaboration

Internal Meeting or Committee Work	
Typical Challenge	**Example Improvements**
Work conducted independently	Expert-educator reciprocity
Focused on logistics or implementation	Continued meetings and ongoing follow up
Problem-solving	Prioritized learning based on context
	Multiple competency-based outcomes
	Group-led objective setting and learning

Ways to Achieve Collaboration

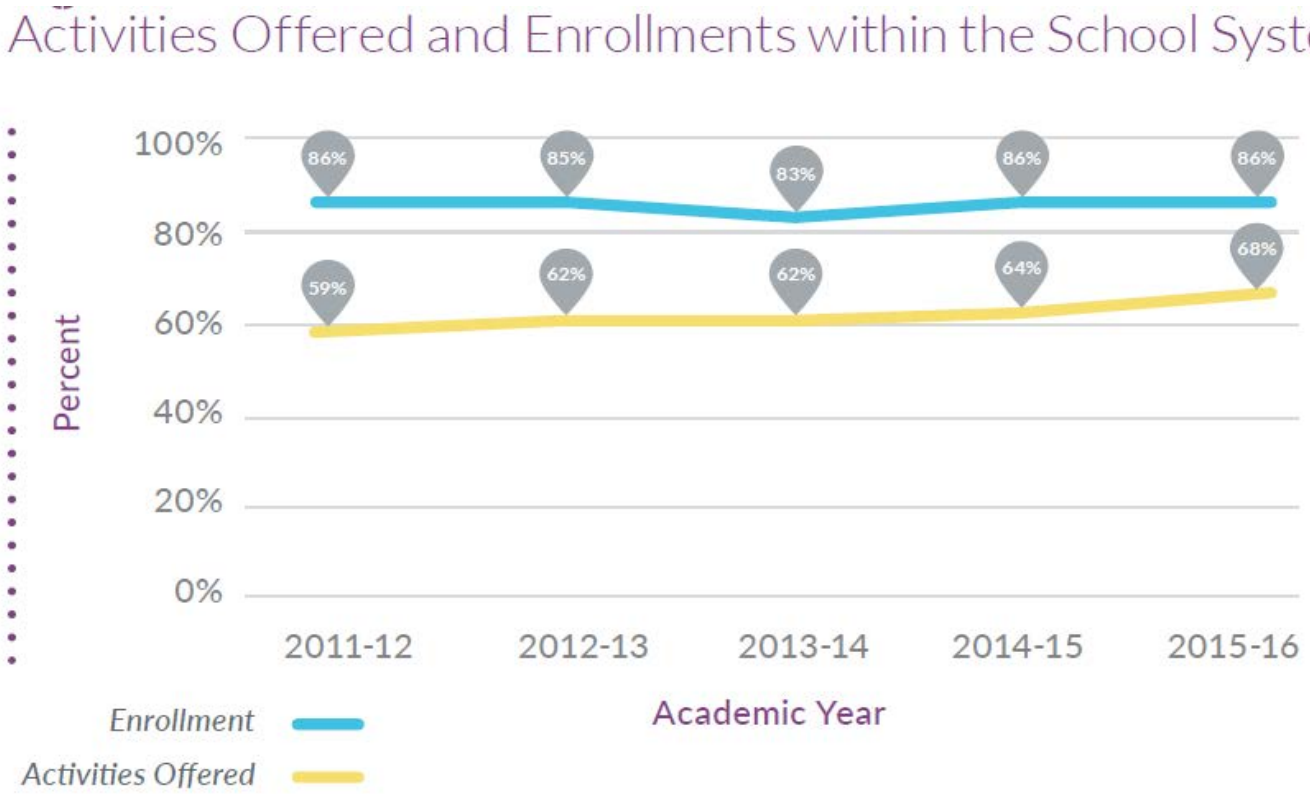
Graduate Coursework	
Typical Challenge	**Example Improvements**
• Taken independently • Removed from instructional context • Emphasize content knowledge • Based on availability	• Include colleagues or create a shared learning group • Select coursework or instructor based upon identified competency need; request instructor reciprocal engagement on competency development • Focus on sharing relevant content with colleagues • Enroll when needed or as part of a shared knowledge-gathering process

Teaching Channel Video

https://www.teachingchannel.org/videos/build-collaborate-learning-culture#

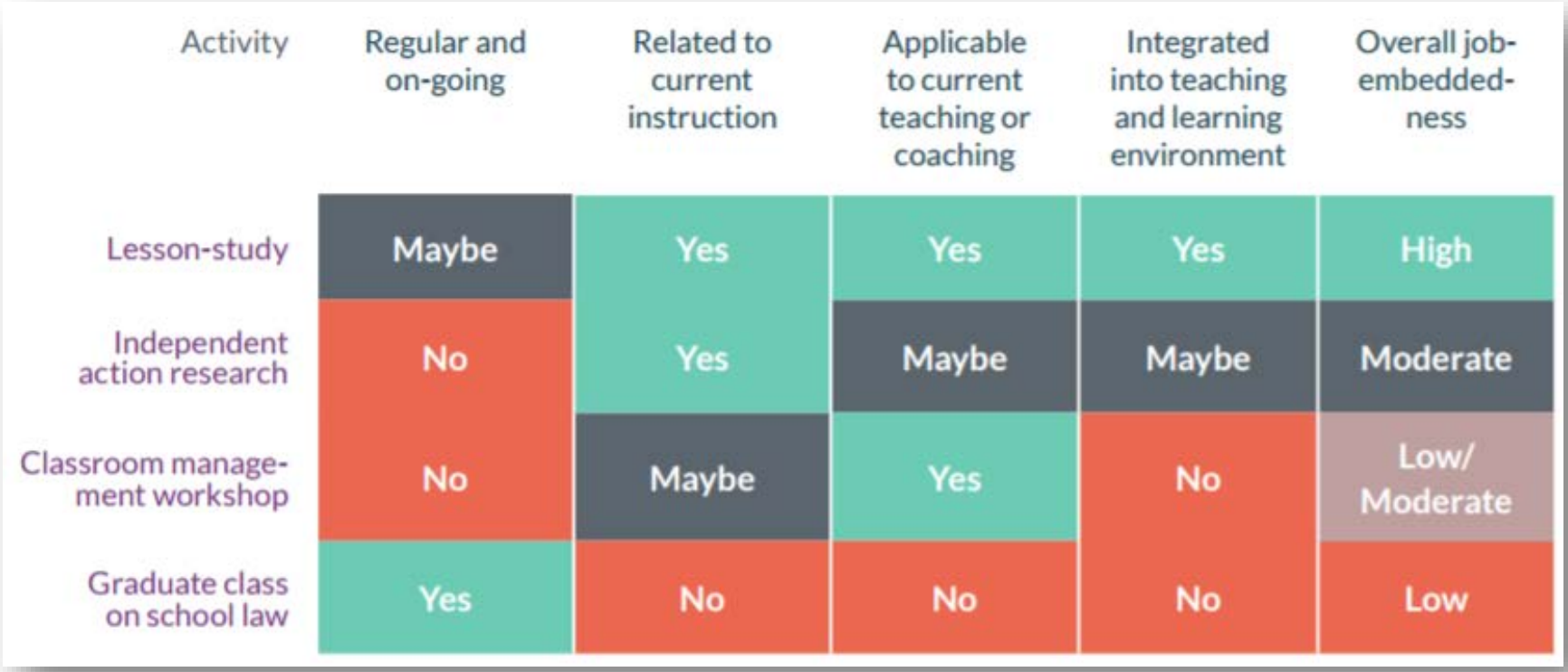
Job-embedded:

a part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment



37% of all activities were offered by third parties rather than by the participants' school system

Sample Rubric for Evaluating Job-Embeddedness



Activity	Regular and on-going	Related to current instruction	Applicable to current teaching or coaching	Integrated into teaching and learning environment	Overall job-embedded-ness
Lesson-study	Maybe	Yes	Yes	Yes	High
Independent action research	No	Yes	Maybe	Maybe	Moderate
Classroom manage-ment workshop	No	Maybe	Yes	No	Low/ Moderate
Graduate class on school law	Yes	No	No	No	Low

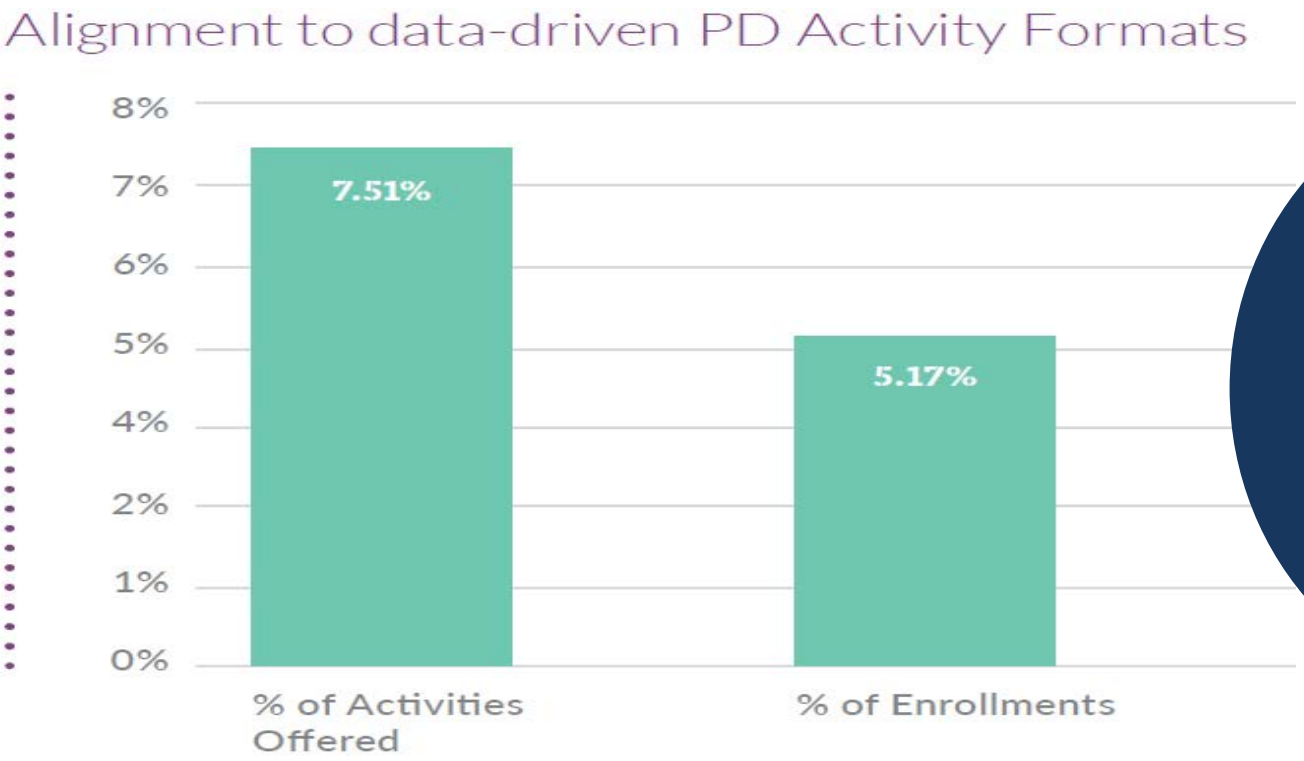
Frontline Research and Learning Institute: Bridging the Gap Series

Whereas coursework and conference attendance may strengthen background knowledge, expand awareness of new research and practice, and facilitate valuable professional connections,

they are typically

disconnected from daily practice.

Data-Driven



8% of activities met criteria for data-driven

Less than 5% of activities included a focus on using data or assessments

Available Data Source	Professional Learning Opportunity
Summative assessments of students' knowledge and skills	Focus on learning or practice in areas where many students are consistently low-performing
Observations of teacher practice	Focus on learning or practice in areas where many educators struggle to convey content or keep students on track
Progress toward student learning goals (Student Learning Objectives, Student Learning Goals, etc.)	Focus on learning or practice in areas where many teachers struggle to set meaningful goals, gather actionable data or are off-track to meet goals
Surveys of educators, evaluators, students, parents	Focus on learning or practice in areas where educators or others identify a gap between actual practice and ideal practice
Outcomes notes from professional learning communities	Focus on learning or practice that addresses consistent challenges facing many educators in their regular learning practices

Data-Driven:

Essential Questions

1.To what extent are professional learning activities that teachers are participating in selected based on rationale that includes data on their own and their students' needs.

2. To what extent is the data being used to select professional learning related to daily teaching activities and/or specific student learning outcomes?

Classroom Focused:

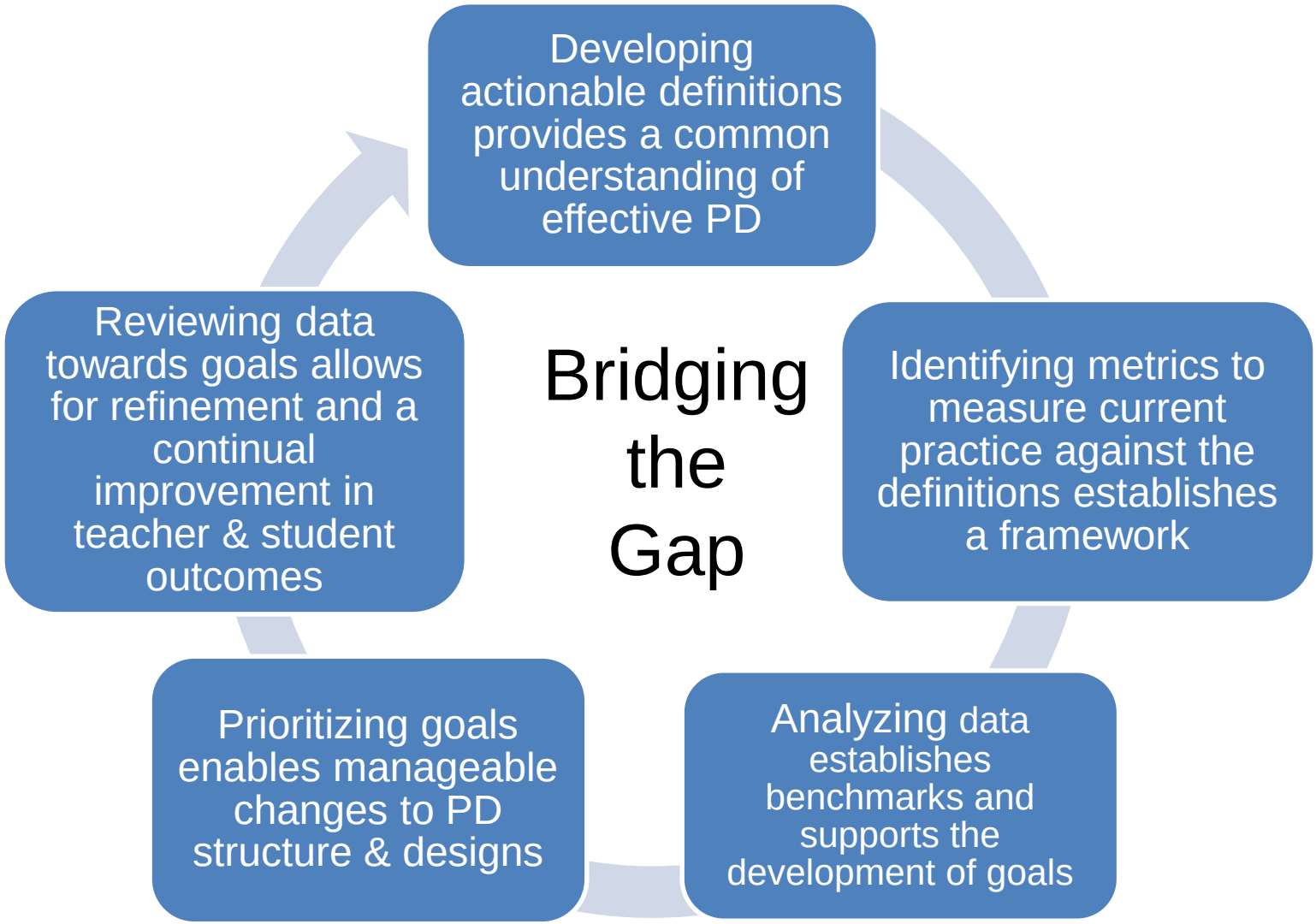
related to the practices taking place during the teaching process and relevant to instructional process

Classroom Focused

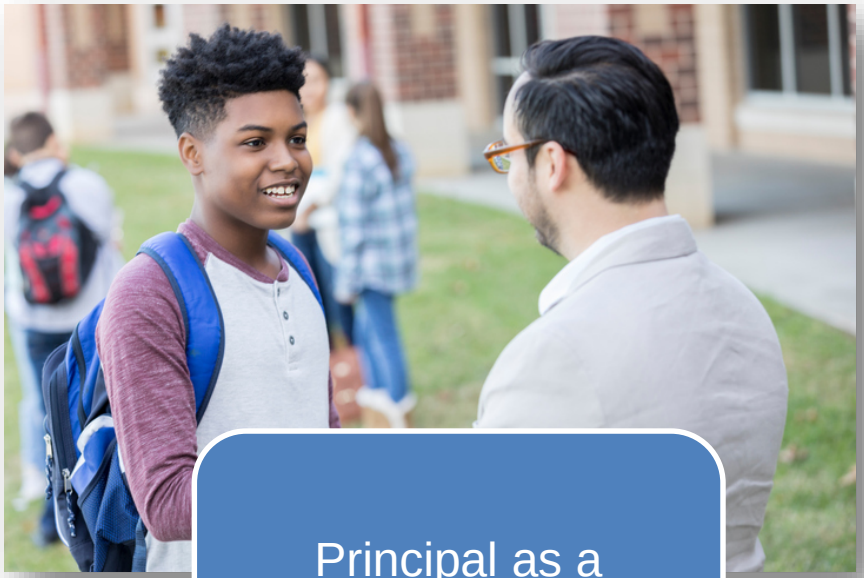
Strongest criterion

85% of enrollments aligned to at least one teaching standard (InTASC)

Implications



Dual Role of Principal



Principal as a Learning Facilitator

Principal as Evaluator

The Dual Role of Principal

	Principal as Learning Facilitator	Principal as Evaluator
Sustained	Facilitate a common understanding regarding key priorities, and provide for the time, on an ongoing basis, to enable teachers to develop a deep learning around those priorities	Encourage ongoing reflections regarding priorities, and how the teachers learning is deepening over time
Intensive		Review lessons from targeted priorities and connect those learnings to changes in practice and measured student impact
Collaborative	Foster a safe environment and facilitate constructive growth-oriented feedback during all collaborative learning opportunities (including evaluation conversations)	
Job embedded	Provide opportunities for peer-visits or coaching	Use evaluation / observation conferences for feedback & dialogue: • Discuss with a teacher their use of individual student data in the planning and execution of lessons • Identify, based on observations, specific instructional practices to be refined • Identify PL opportunities for teachers based on their specific evaluation results
Classroom focused	Develop a common understanding regarding the meaning & quality indicators of teaching standards	
Data driven	• Use data to identify professional learning priorities at the building level • Facilitate or support PLCs where teachers collaboratively use data to improve instruction	

Striving Readers Comprehensive Literacy Grant Professional Development Plan

District/Agency Name:

Professional Development Contact Name/Phone Email:

Goal # 1

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom Focused
1.							
2.							
3.							

Resources Required	Evaluation of Effectiveness
1.	**1.**
2.	**2.**

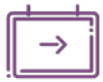
Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.
Sustained: taking place over an extended period; longer than one day or a one-time workshop
Intensive: focused on a discreet concept, practice or program
Collaborative: involving multiple educators, educators and coaches or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding
Job-Embedded: a part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment
Data-Driven: based upon and responsive to real time information about the needs of participants and their students
Classroom-Focused: related to the practices taking place during the teaching process and relevant to instructional process

Professional Development Audit

1-4	Criteria	Evidence
	Sustained	
	Intensive	
	Collaborative	
	Job-Embedded	
	Data-Driven	
	Classroom-Focused	

4= Exactly aligned
3= Somewhat aligned
2= Barely aligned
1= Not aligned

Criterion Definitions:



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Data-driven: based upon and responsive to real time information about the needs of participants and their students

Classroom-focused: related to the practices taking place during the teaching process and relevant to instructional process

Next Steps

- Review the report series for additional tips.
- Develop an action plan for professional learning with a focus on measurable. outcomes
- Reach out and ask for help!

School Leaders

- Rethink professional development.
- Use data to gain insights into progress.

education.ohio.gov

References

- Frontline Research and Learning Institute: *Bridging the Gap* Series, 2017.

- Guskey, Thomas R. (2002) Professional development and teacher change, *Teachers and Teaching: Theory and Practice*, Vol. 8, No. 3/4.

References

- Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs