

TRANSFORMING LEADERSHIP AND LEARNING

Professional Development and Learning:

Research, Practice, and Knowledge

Alaska School Leadership Institute

Rural Alaska Principal Preparation Project

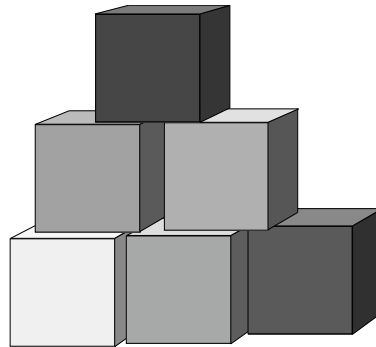
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Facilitated By

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Alaska Staff Development Network



SESSION NORMS

1. The **LEARNING** belongs to you, and it rests largely with you.
2. Enter into the discussions **ENTHUSIASTICALLY!!!**
3. Give **FREELY** of your experience, but don't dominate the discussion.
4. **CONFINE** your discussions to the task assigned.
5. Say what you **THINK...** be honest!
6. Only **ONE PERSON** should talk at a time... avoid private conversations while someone else is talking...
7. Listen **ATTENTIVELY** to the presentations and discussions.
8. Be **PROMPT** and **REGULAR** in attendance.
9. Follow the **HAND SIGNAL** from the session leader and **MONITOR** discussion time by watching the **TIMER** on the screen.
10. Place your cell phone on **SILENT** or **VIBRATE** to limit distractions.

What We Believe About Learning

Consider this:

We Learn About...

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we both SEE & HEAR

70% of what we DISCUSS with others

80% of what we EXPERIENCE personally

95% of what we TEACH to someone else

Adapted from Eldon Ekwall, 1974

OVERVIEW

Professional Development and Learning: Research, Practice, and Knowledge

- Characteristics of Highly Effective Professional Development and Learning
- Defining a Compelling Vision of Professional Development and Learning
- Understanding the research on professional development and learning

Attributes of a Professional Learning Community

Professional

- Decision Making
- Refined Distinction Making
- Precise Professional Vocabulary

Learning

- How Do We Get Better – Challenge One Another
- De-Privatization of Practice (Transparency)
- Growing Our Capacity

Community

- Genuine Care about Each Other
- Openness to Each Other and New Ideas
- Welcome and Socialize New Members

Bertani and Bocchino
The College Board
2005 - 2007

PROFESSIONAL DEVELOPMENT



- ✓ Provide on-site, intensive opportunities for professional learning
- ✓ Engage staff in collaborative, job-embedded opportunities for professional learning
- ✓ Recruit and prepare best teachers to “coach and support other teachers”
- ✓ Align all professional development with a few carefully chosen priorities – informed by and monitored with data

Drawn from Change Leadership – A Practical Guide to Transforming our Schools; Wagner, Kegan, Lahey, Lemons, Garnier, Helsing, Howell, Rasmussen; Jossey-Bass; 2006

Graffiti Board

**Professional
Development**

Graffiti Board

1. Place a large piece of chart paper in the center of the table.
2. Everyone at the table has a marker so they can add their own graffiti.
3. In the center of the newsprint, place the words "Professional Development."
4. Participants respond to this prompt:
What are the characteristics of high quality professional development that improves teaching and learning?
5. All participants write simultaneously for 2- 3 minutes.
6. Participants rotate around the table discussing the responses.

Professional Development

Professional development offers you the opportunity to learn new knowledge and skills but does not always guarantee that you will change your practices.

Professional Learning

Professional learning informs the point of view you bring to a dialogue or conversation. It implies speaking powerfully, listening in a committed way, and brings about change in your knowledge, skills and/or attitudes. You do something differently as a result. It is the foundation of innovation and invention.

*A Compelling vision
for
Professional Learning*

In order to appreciate the value and contributions of Professional Learning Communities, we need to develop a new vision of professional learning.

Improving **student learning** requires us to improve **staff learning**. In the next few minutes, you are going to learn about a compelling vision for professional learning. Follow the directions from your session leader to prepare for this discussion.

*A Compelling vision
for
Professional Learning*

Our professional reading is drawn from Designing Powerful Professional Development for Teachers and Principals - an on-line book available at:
www.nsd.org/sparks-book.html

- ★ New Vision High School (pp. 3-2 to 3-4)
- ★ Paradise Valley Middle School (pp. 3-4 to 3-6)
- ★ Celebrity Elementary School (pp. 3-6 to 3-7)

Think It Through Reading Protocol

What I Got...	What I Question...	Something to Think About...

Think It Through Reading Protocol

- Choose two partners and a school level to read (HS, MS, ES).
- Decide how far you will read silently before stopping.
- Read to your chosen stopping point.
- Each person shares his/her chart.
- Continue the process until you have completed the reading.

What I Got	What I Question	Something to Think About

Think It Through Team Discussion

Please consider the following questions as you reinforce your previous knowledge and discuss your new learnings about **A Compelling Vision for Professional Learning**.

- ↪ **What professional learning strategies are you using in your department, team or school?**
- ↪ **What professional learning strategies should you consider moving forward?**
- ↪ **How could you change or alter your current meeting practices to accommodate powerful professional learning?**

A New Vision for Staff Development

Results-Driven	Standards-Based	Job-Embedded
1. What do students need to know and be able to do? 2. What do educators need to know and be able to do to ensure student success? 3. What professional development will ensure that educators acquire the necessary knowledge and skills?	1. Content – What knowledge and skills must educators learn to produce higher levels of learning for all students? 2. Process – How will learning be organized to support adult acquisition of new knowledge and skills? 3. Context – How will the organization be structured to support adult learning?	1. Happens during the work day in the workplace. 2. Designed to support team learning. 3. Offered to all teachers, all the time 4. At school, everyone's job is to learn!

Adapted from *A New Vision for Staff Development*. Sparks and Hirsh, ASCD/NSDC, 1997.

**PROFESSIONAL LEARNING IN THE LEARNING PROFESSION:
A Status Report on Teacher Development in the United States and Abroad
NSDC 2009**

“Improving professional learning for educators is a critical step in transforming schools and improving academic achievement. To accomplish this, schools – with the support of school systems, and state departments of education – need to make sure that professional learning is planned and organized to engage all teachers regularly and to benefit all students. This requires high-quality, sustained professional learning throughout the school year, at every grade, in every subject.”

**Stephanie Hirsh
Executive Director - NSDC**

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**PROFESSIONAL LEARNING IN THE LEARNING PROFESSION:
A Status Report on Teacher Development in the United States and Abroad
NSDC 2009**

**Effective Teacher Development:
*What Does the Research Show?***

- ↪ **Professional development should be intense, on-going, and connected to practice.**
(80 or more hours produced changes in practice)
- ↪ **Professional development should focus on student learning and address the teaching of specific curriculum content.**
(Hands-on most effective – address specific teaching challenges)
- ↪ **Professional development should align with school improvement priorities and goals.**
(Create coherence to combat fragmentation and disconnectedness)
- ↪ **Professional development should build strong working relationships among teachers.**
(Break-down professional isolation–renorm communities of practice)

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**PROFESSIONAL LEARNING IN THE LEARNING PROFESSION:
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**Effective Teacher Development: *What Does the Research Show?*
*Additional Promising Practices***

- ↪ **School-based coaching may enhance professional learning.**

(Teachers who receive coaching are more likely to enact the desired teaching practices and apply them more appropriately than are teachers receiving more traditional professional development)

- ↪ **Mentoring and induction programs for new teachers may support teacher effectiveness.**

(Induction programs tend to be effective in reducing attrition among beginning teachers. The strongest retention rates were associated with the assignment of a teacher mentor working in the same subject area and/or grade level, common planning time with teachers in the same subject, regularly scheduled collaboration with other teachers, and participation in a network of teachers) 17

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NSDC 2009**

Professional Development Abroad: Trends and Strategies

- ↪ **Ample time for professional learning is structured in teachers' work lives.**

(Instruction takes up less than half of a teacher's working time. The rest — generally about 15 to 20 hours per week— is spent on tasks related to teaching, such as preparing lessons, marking papers, meeting with students and parents, and working with colleagues.)

- ↪ **Beginning teachers receive extensive mentoring and coaching support.**

(Induction programs are mandatory in many countries and they tend to emphasize the building of strong professional relationships among beginning and veteran teachers, as well as the development of teaching practice.)

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Professional Development Abroad: Trends and Strategies

- ↪ **Teachers are widely encouraged to participate in school-wide decision making.**

(In most of the countries studied, teachers are actively involved in curriculum and assessment development, often in response to national or state standards, and they guide much of the professional development they experience.)

- ↪ **Governments provide significant levels of support for additional professional development.**

(The Netherlands, Singapore, and Sweden require at least 100 hours of professional development per year, in addition to regularly scheduled time for common planning and other teacher collaborations.)