**Planning & Evaluating Professional Learning**

**Webinar Workbook**

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| **Warm Up Questions** |
| **What are your biggest challenges around professional learning?**  |
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| **What are your goals for how you improve professional learninga?**  |
| **Goal 1:** **Goal 2:**  |

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| **Read the following two scenarios** |
| **Scenario 1** |
| As the school leader does walkthroughs, she notices that the beginnings of class periods are chaotic across the building. After about 10 minutes, students are focused and doing some fantastic work, but those first 10 minutes are loud and messy. She talks to a few teachers to understand why and realizes that they are consistently not planning well for the transition into the classroom. They ask for support. She decides to plan a session on transition and starting class well. The leader writes down the following objectives for her session:* Teachers will learn specific strategies to use the first 10 minutes of the lesson.
* Teachers will plan 2 lessons using these strategies that they can implement immediately.

She then plans the following activities:* Teachers watch two different classroom videos – one of a strong start and one with a weaker start. They discuss the difference between these two videos.
* Teachers then look at two different lesson plans and predict which one will have a stronger opening and why.
* The facilitator pulls these discussions into guidelines for planning the start of a session.
* Teachers look through a resource guide with ideas for how to start a classroom and plan two lessons for the upcoming week.
* Teachers spend a few minutes reflecting on their commitment to making these changes and what might hinder them.

The session goes pretty well. Teachers said they enjoyed the session in their surveys, and the lessons that they developed looked pretty good in the session. The teachers told the leader that they needed some help with planning over the next couple weeks to make sure they kept up these practices, and the leader assigned one instructional coach to support teachers in this specific skill set. The principal followed up with another set of walkthroughs a few weeks later and saw significant improvement. Only about 30% of the classrooms were now struggling in the first ten minutes. She asks the coaches to work with those teachers, and by about 3 months in, she could see that students were more focused across the building in these first ten minutes.  |
| **Scenario 2** |
| An analysis of student data shows a school leader that students in 3-5th grades are struggling with comprehension. He is a new leader and surprised because his K-2 teachers are very strong and have made sure students are reading by 3rd grade. He has conversations and observes some classrooms and realizes that, while his teachers have real skill in ensuring fluency, they have a limited bank of strategies for building deep comprehension of materials. He decides it is time for a session focused on strategies for reading comprehension. He writes the following objectives: * Teachers will improve comprehension of their students.
* Teachers will improve their teaching of reading.

He then asks his literacy coach to plan a session. This is the overview of the plan: * Facilitator presents theory behind reading comprehension and asks participants to read an article about comprehension.
* Facilitator asks participants to summarize what they read.
* Facilitator then gives participants a set of reading comprehension strategies and shows them an example of one using a 3rd grade level reader.
* Facilitator offers assistance to teachers in planning future lessons.

After the session, three teachers take the facilitator up on the offer of help and they work to plan some lessons. The other 10 teachers in the department don’t talk to the facilitator but said they appreciated the session. At the next set of benchmarks, the school leader is shocked to realize that nothing has changed and that the students are having the exact same struggles. |
| ***Now, reflect on these two scenarios.*** |
| What were the major differences in how the two facilitators **planned** the session? |  |
| What were the major differences in how the two facilitators **executed** the session? |  |
| Based on the outcomes of both, what are the major principles of adult learning that you would draw from these scenarios?  |  |

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| **Importance of Strong Professional Learning Design** |
| **“The Mirage” – report by The New Teacher Project*** Districts spend an average of $18,000 per teacher per year on learning.
* Teachers spend 10% of their year on professional learning.
* Less than 50% of teachers said the professional learning was tailored to their needs or context.
* Their conclusion: We need to make sure we inventory and evaluate our professional learning efforts and try new ways to make sure teacher learning matches teacher needs.
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| ***Consider the last professional learning session you attended. Where did it follow the principles of adult learning and where did it diverge?***  |
| Aligned | Diverged |

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| **Guskey’s Five Levels for Evaluating Professional Learning** |
| **Level 1: Participant reactions***Did they like it?* **Level 2: Participant learning** *Did they learn what you wanted them to learn?***Level 3: Organizational Support & Change***Did the teachers have what they need to implement the strategy?* **Level 4: Participant Use of New Knowledge & Skill***Are participants using the new knowledge and skills?* **Level 5: Student Learning Outcomes***Did we see any improvements in student learning?* |
| **Look back at the two scenarios. Where did each of them fall on Guskey’s five levels?** |
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| **Consider the latest professional learning session you attended or led. Where did it fall on Guskey’s levels? What data do you collect and does it get to all four levels, or do you stop at one or two?** |
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| **Design Your Own Plan** |
| What data are you looking at to identify a need? Who should be involved? Do you have evidence of student achievement impacts?  |  |
| What are your objectives?  |  |
| Develop the activity.* Airtight activity
* Sharing
* Framing
* Application
* Reflection
* Next Step
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| Evaluation (consider all 5 levels) |  |
| Adjustments for new teachers* How do you differentiate for new teachers?
* What experiences of new teachers can you tap into?
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| What do you think might go wrong?  |  |

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| **Research** |
| * Boston Public Schools has organized professional learning resources at the district level that schools can draw upon. These resources include sample professional learning plans, digital professional learning and coaching offerings, and more. For example, they provide [a clear set of guidelines](https://docs.google.com/document/d/1As_CRKpDmqrZ2kITFljAyWCbPXBMJHQlVoiXhSNbKuk/edit) and tools for professional learning sessions. Professional learning resources are tightly aligned across content areas and grade levels.
* Denver Public Schools’ Professional Learning Team makes available resources that help make it easier to align professional learning activities to district goals and best practices. [These resources](http://plc.dpsk12.org/resourcelibrary/) include a framework for effective learning, a template for planning, and evaluation resources.
* Leverage Leadership, by Paul Bambrick-Santoyo: This book provides clear examples of strong professional learning and coaching plans. The examples provided are a useful tool in building a district or school-wide framework.
* [Summary of best practices and research in coaching](https://www.annenberginstitute.org/sites/default/files/Coaching%20%281%29.pdf): Neufeld, Barbara & Roper, Dana (2003). Coaching: A Strategy for Developing Instructional Capacity. *Annenberg Institute & Aspen Institute.* : *This paper provides an overview of best practices in coaching. It is a useful tool to build a coaching system in a school or district.*
* [SREB resources on a principal’s coaching time](https://www.sreb.org/ClassroomTime): This SREB article provides an overview of how one principal builds in real time for feedback, along with a sample coaching plan.
* Teacher Professional Development Evaluation Guide: This resource from Learning Forward provides research and tools to help you evaluate your professional learning sessions.
* [Research on Professional Learning](https://learningforward.org/wp-content/uploads/2017/08/status-of-professional-learning-phase-1.pdf): This article describes the state of professional learning around the world in schools and classrooms, with a summary of the latest research on professional learning systems.
* [Pennsylvania Guidelines for Professional Education Plans](https://www.education.pa.gov/Documents/Teachers-Administrators/Act%2048-PERMS/Professioinal%20Education%20Plan%20Guidelines.pdf)
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