

FROM PD TO IMPACT

The Case for a Better Model

Welcome and thank you for attending today.

I am excited to discuss a new professional learning model for our district with you during our time together.

While our district has made some great strides and has many of these things built into our professional learning structure, I'd like to make a case for strengthening certain aspects more.

POINTS TO PONDER

What is the best professional development you have attended?
The worst?

What qualities did the good PD have that were missing from the bad one?

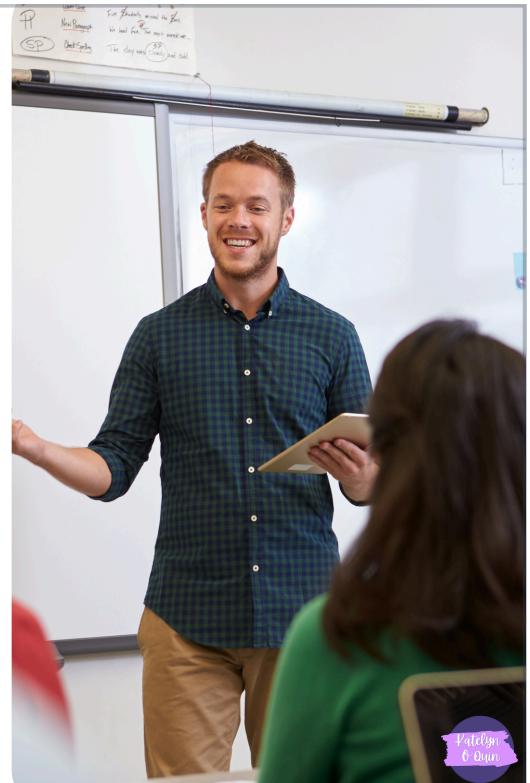


Patchy
& Quirky

Talk with those around you about your professional development experiences throughout your career. We all have ones that have stuck out to us... Good, bad, and ugly.

CURRENT PROFESSIONAL LEARNING

- Short
- One size fits all
- One and done
- Little follow up (or follow through)
- Limited, if any teacher growth



The problem with traditional PL

Many of the professional learning experiences offered today are short (as little as 45 minutes to maybe a few days). They are meant to reach a wide audience with a very wide variety of needs and they are one and done.

There is often little, if any follow up and usually teachers walk out of the workshop frustrated and wonder if they will ever use anything they have just heard.

A study called the *Mirage* published by TNP in 2015 suggests that with these traditional PL models there is very little to any improvement in teachers.

THE RISK **STAYING THE SAME**

*If nothing changes.
nothing changes.*



Why this matters - what's at stake

"Despite these efforts, most teachers do not appear to improve substantially from year to year—even though many have not yet mastered critical skills. " [The Mirage, 2015]

If we continue to do things the way that we have always done them we will continue to just run around in circles with no result.

SO... **WHAT** **CAN** **WE** **DO?**



We must shift from the "sit and get model" to the "go and show" model"

Go and show is continuous, supported, and directly applicable to each individual's content area.

There is coaching and modeling so teachers have time to truly implement and learn.

Simply adding an activity is not enough; this is a full shift in mindset.

We have these things stated in our Professional Learning framework, but there are areas we can be much stronger.



**The most effective
professional learning is not a
single event
it is an
on going process.**



What effective PL looks like...

Ask audience to think about this point... what does this mean to them?

Let's take a look at what PL could look like with a go and show model vs today's traditional sit and get.

Teachers need...

Time



Coaching
& Modeling



Collaboration

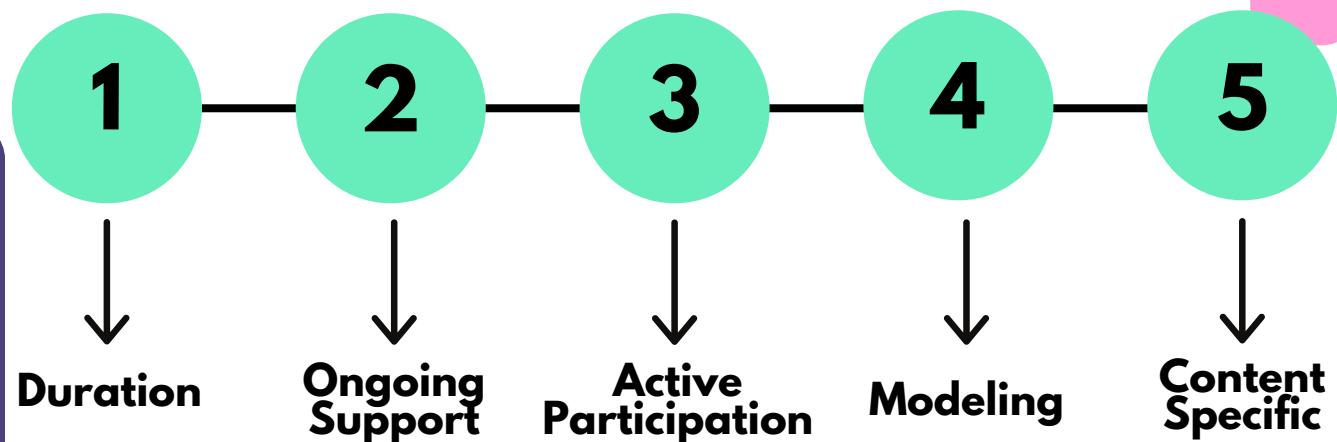


Patagonia
6.0

Teachers need time to learn and APPLY new strategies, coaching/observations, ability to see it modeled and the time to collaborate with peers and colleagues to take it to the next level.

"Redefine the PLC" --> not just data meetings, but true collaboration time.

GO & SHOW PL PRINCIPLES



Our district has most of these principals in theory, but let's take a closer look of what it would look like to effectively implement them in our professional learning.

1. DURATION



Teachers need

50-80 hours

of professional development to change

instructional practices.

(Gulamhussein, 2013)



Most of our professional development sessions are 45 minute workshops on a district learns day or at our campuses. To truly impact instructional change, the professional learning should be ongoing up to 50-80 hours.

This does not mean that teachers are sitting in 50 - 80 hours of lecture style instruction, however the learning must continue on over a long period of time.

2. ONGOING SUPPORT

When teachers are supported during the implementation phase, they change their teaching practices.

(Gulamhussein, 2013)



While we have a coaching model in our district, access to coaches is limited and time is often spent on interpreting data and upping test scores.

What if we utilized our ICs in a different way? Our ICs have the ability to come along side and mentor, model, co-teach, observe and provide feedback. What if teachers were given a small task in a workshop and then were able to go back to their classrooms and get feedback from their coach?

3. ACTIVE PARTICIPATION



**What if we taught our
students the same way we
teach our teachers?**



*Share your
answer here!*



bit.ly/altPDpoll



Let's face it. Most PD's are boring? How many of you can confess to working on lesson plans or returning emails during a PD session knowing very well that you're not going to go back and utilize the strategy being discussed?

Use the QR code or the bit.ly to cast your vote.

3. ACTIVE PARTICIPATION



Traditional workshops involve teachers as **passive listeners** and are largely ineffective.



Alternatively, the active strategies used in the **go and show method** have been shown to be much more successful.

(Gulamhussein, 2013)



The method being discussed should be also used to teach it if possible. One of my favorite experiences of my teaching career was when I attended the Whole Brain Teaching conference. This was an Active Participation event. They used their methods to teach and you had to participate. You were mirroring and repeating, discussing with your neighbor, definitely not able to answer emails or write a lesson plan. And I can tell you, that fall, I implemented WBT in my classroom.

Through the connections made at the conference I had instant mentors and a collaborative support community.

4. MODELING

“Modeling has been found to be highly effective in helping teachers understand a new practice.”

(Gulamhussein, 2013)

Patel & Dunn

Step into a great early childhood educator's room near the beginning of school and what are you going to see? Lots and lots of modeling.

The same is true for us as adults. How many of us, when trying to learn a new concept now run to YouTube to watch someone else do it first?

This is a great use of our instructional coaches time and I'm sure they would love to get to interact with students too.

5. CONTENT SPECIFIC



Evidence supports that both teacher and student performance increase when professional learning experiences are grade level and/or content specific.



We wouldn't put Kinders and 6th graders in the same classroom and expect them to learn the same. If we want real change in our instructional practices it needs to be very specific to what is actually going to be taught in the classroom.

The best professional learnings I have attended have been specific to my classroom. Unfortunately, most of these are out of district and out of my own pocket.

A Personal Story...



Who remembers this?



Many of you in this room have had the "pleasure" of attending the Texas Reading Academies (TRA). For me, I watched this push teachers to become biased against the Science of Reading. The delivery was so terrible that teachers could have not possibly learned what they needed to effectively learn an entirely new way of teaching. This was not a learning experience, but something to "get through."

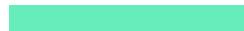
For me, it was thousands of pages to click through and quizzes to take. For me, the Science of Reading yet again came alive through outside professional learning experiences. And now as a Dyslexia Therapy provider seeing the repercussions of students not getting strong, Science of Reading grounded instruction, I can't help but wonder, how would things be different if the 5 principles had been implemented.

On the flip side, my Dyslexia Therapy training has very closely followed the 5 principles and I have seen the difference that it makes. The program is over 2 years and each workshop is full of modeling, active participation, immediate feedback, and we are also getting real feedback from our actual classrooms via video. The training is obviously specific to my job and the support is ongoing and available when needed. There is collaboration among peers in the course and with others who have gone before us. This is the real deal.

Call to Action

While our district has many of these principles built into their professional learning plan, it is not always honored in practice.

Together we can strengthen the framework already in place and grow better and stronger educators and in turn impact learners for years to come.



I would love to see the principles we have in place elevated and strengthened to inspire and support educators to make changes in their classrooms.



THANK YOU



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