

# Powering Up Your PD



How to increase your agency and improve your own learning.

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Director of  
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# Welcome

How did we get here? A quick context...



**Janice Poda**  
Senior Consultant,  
Learning Forward

# Moving from Compliance to Agency

What Teachers  
Need to Make  
Professional  
Learning Work

## Teacher Agency

“is the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues.”



**Laurie Calvert**

Director of Communications & Marketing, National Network of State Teachers of the Year (NNSTOY) and Author of “Moving from Compliance to Agency”

## Conditions that do and do not support teacher agency

System Conditions	Professional Development Lacking Teacher Agency	Professional Learning Supporting Teacher Agency
<b>School approach to professional development</b>	<ul style="list-style-type: none"> <li>Planned by administrators, often delivered by external vendors;</li> <li>Driven by constraints of current scheduling;</li> <li>Doubts about whether professional development is working;</li> <li>One-time workshops without follow up.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers plan and present professional learning;</li> <li>Educators engage in learning communities based on mutual trust and expertise;</li> <li>Professional learning happens during the school day and everyone engages in cycles of learning.</li> </ul>
<b>Reason for teacher participation</b>	<ul style="list-style-type: none"> <li>Compliance: to earn credits or carry out existing policies;</li> <li>Compulsion or external pressure to achieve a score, satisfy someone else's objective, or to receive external rewards.</li> </ul>	<ul style="list-style-type: none"> <li>Intrinsic desire to improve teaching and learning and connect with colleagues;</li> <li>Internal motivation to master one's craft, to be accomplished, to prepare students for the future.</li> </ul>
<b>Source of solutions to learning challenges</b>	<ul style="list-style-type: none"> <li>Assumption is that the source of expertise and solutions comes from outside the school.</li> </ul>	<ul style="list-style-type: none"> <li>Look internally first for the source of expertise to solve problems.</li> </ul>
<b>Topics and skills addressed</b>	<ul style="list-style-type: none"> <li>Little input from teachers;</li> <li>Potpourri of topics chosen by system leaders and principals based on multiple, often competing, objectives;</li> <li>Decisions about what teachers need to know are made by the central office and school administrators;</li> <li>Topics are often unrelated to teacher and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-identified learning objectives;</li> <li>Based on data (including observations);</li> <li>Focused on teachers' and students' continuous growth;</li> <li>Topics address specific classroom challenges;</li> <li>Teachers decide what they need to learn.</li> </ul>
<b>Role of teachers</b>	<ul style="list-style-type: none"> <li>Implementers, recipients of information, deliverers of content.</li> </ul>	<ul style="list-style-type: none"> <li>Planners, designers, advisors, presenters, implementers, evaluators, decision makers.</li> </ul>

<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• School leaders predetermine topics for collaboration;</li> <li>• Teachers do not choose which team(s) they will join;</li> <li>• Norms and protocols are set outside of the group and may or may not be accepted by group members;</li> <li>• Groups may include non-teachers whose primary role is to supervise the group's interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers determine topics based on student's and teachers' needs;</li> <li>• Teachers may choose to join teams with common goals and interests;</li> <li>• Teams determine norms and protocols;</li> <li>• Teams are responsible for working within their established norms and protocols, though non-teachers may participate as team members without a supervisory function.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Form of learning is not personalized;</li> <li>• Sit and get;</li> <li>• Teacher watches presentations, listens, takes notes, sometimes engages in small group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Format based on teachers' learning needs;</li> <li>• Grounded in adult learning research;</li> <li>• Collaborative, constructivist exchange.</li> </ul>
<b>Tone of learning activities</b>	<ul style="list-style-type: none"> <li>• Checking the boxes; passive, inauthentic interaction;</li> <li>• Unclear purpose;</li> <li>• Loses focus, gets off track, devolves into staff meetings or complaint sessions;</li> <li>• Evaluative.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal-oriented;</li> <li>• Professional;</li> <li>• Clear agenda and meaningful protocols;</li> <li>• Interpretive, solutions-oriented.</li> </ul>
<b>District plan and priorities for professional learning</b>	<ul style="list-style-type: none"> <li>• Driven by administrators and school board;</li> <li>• Plan executed by central office;</li> <li>• Focus on state and district mandates and program implementation;</li> <li>• Excludes monitoring and feedback of effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Educators examine data and determine priorities;</li> <li>• District team comprises at least 50% practitioners;</li> <li>• Plan to monitor implementation and impact;</li> <li>• Established feedback loops.</li> </ul>

# Professional Learning can take many different forms.



**Kisha Dorch**  
School Testing  
Coordinator, MD



**Audra McPhillips**  
Math Specialist, RI  
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**Heather Hotchkiss**  
Physics Teacher,  
Department Chair, VA  
KSTF Senior Fellow

- Agents for Learning:  
<https://goo.gl/uni88X>

- IB Physics Collaboration: <https://goo.gl/qCtXl3>
- PLC: <http://www.allthingsplc.info/>

# Setting PD Goals

How can educators make smart choices about their learning needs?



**Kisha Dorch**

School Testing Coordinator, Frederick Douglass HS,  
Prince George's County, MD, Public Schools

# Selecting PD

How can educators go about finding the PD that meets their learning needs?

- IB Physics Collaboration: <http://kstf.org/article/the-tale-of-a-successful-collaboration/>
- Professional Learning Community: <http://www.allthingsplc.info/>
- Practitioner Inquiry: <http://kstf.org/2014/01/24/why-practitioner-inquiry/>
- Project Ascent: <http://ascent.kstf.org/>
- Protocols from NSRF: <https://goo.gl/zt2xJT>
- 10 examples of Practitioner Inquiry, KSTF: <https://goo.gl/1FkqDR>
- Improvement Science: <https://www.carnegiefoundation.org/our-ideas/>



**Heather Hotchkiss**

Physics Teacher, Science Department Chair, Lee High School, Fairfax County Public Schools, VA and Knowles Science Teaching Senior Fellow



# Selecting PD: How can educators go about finding the PD that meets their learning needs?

## External PD Examples:

- American Modeling Teachers Association: <https://modelinginstruction.org/>
- New Tech Network: <https://goo.gl/VaqSGJ>
- Positive Discipline: <https://www.positivediscipline.com/teachers>

## Funding for External PD:

- Every Student Succeeds Act (ESSA): <http://www.ed.gov/essa?src=rn>  
A Teach Plus example of PD funding in ESSA: <https://goo.gl/Ks9gQX>
- Teacher Leadership Groups  
An Example: Teach Plus: <http://www.teachplus.org/teachplusonline>



**Heather Hotchkiss**

# Evaluating PD

How can educators evaluate the effectiveness of PD?



**Audra McPhillips**

Math Specialist, pre-K 12, West Warwick Public Schools, RI  
AFT National Trainer

# Developing Individual Learning Goals

A tool from Learning Forward: [https://learningforward.org/docs/leading-teacher/oct11\\_tools.pdf?sfvrsn=2](https://learningforward.org/docs/leading-teacher/oct11_tools.pdf?sfvrsn=2)



**Tim Dove**

Learning Forward Consultant

Secondary social studies teacher / The Ohio State University Adjunct Professor

# DEVELOPING INDIVIDUAL LEARNING GOALS

## INDIVIDUAL GOALS FOR PROFESSIONAL LEARNING

Teachers can develop their own individual learning plans that are tied to both school and districtwide student learning goals. This tool will assist you in thinking about questions that you could pose to educators to encourage them to set personal goals for professional growth and tie those goals to student learning needs.

### GOAL

I will \_\_\_\_\_  
 in \_\_\_\_\_  
 that area \_\_\_\_\_  
 • And then \_\_\_\_\_

### BASIS FOR YOUR GOAL

Does your goal link to your individual needs? What data did you use to support your needs?  
 \_\_\_\_\_

Does your goal link to your building goals?  
 \_\_\_\_\_

• How does your goal link to the district's improvement plan?  
 \_\_\_\_\_

• How does your goal link to student achievement?  
 \_\_\_\_\_

### EVIDENCE OF ACCOMPLISHMENT

\_\_\_\_\_ evidence will you submit to show what you have accomplished?  
 \_\_\_\_\_

\_\_\_\_\_ when will you review your plan and make adjustments?  
 \_\_\_\_\_

## EXAMPLES OF LEARNING GOALS

I WILL:

- Know and apply strategies for extending student thinking
- Become knowledgeable about diverse cultures and apply new learning to the classroom
- Deepen my understanding of quality work attributes; design and implement quality work for students
- Read widely in the area of collegial learning; create opportunities for collegial learning among the staff
- Research school reform and leadership literature related to the role of the principal in school improvement; design strategies related to administrative work

## REFLECTION QUESTIONS

- How will I change as a result of participating in this activity?
- Will this activity foster collegiality?
- How can I link this activity to the work of colleagues?
- How can my learning activity benefit my colleagues?
- Who can I call upon for feedback?
- What evidence of my learning will I produce?
- What will I observe, count, or measure to determine whether the changes in practice stemming from this activity have improved student learning?
- What will be the first indication of student learning that I can expect to see?
- How long will it be before improvement can be

## INDIVIDUAL LEARNING PLAN

Your plan will consist of several goals. Use this sheet to create a plan for a single goal that is part of your larger plan.

<p><b>1 GOALS.</b> What is your goal and how does it relate to student needs and building or district goals?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Example:</b> Improve student _____</p> <p><b>GOAL</b></p>
<p><b>2 OBJECTIVES.</b> What specific objectives do you expect to accomplish?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Example:</b> Within the next two years, my classroom practice will enable 90% of my students to pass the science proficiency test the first time they take it.</p>
<p><b>3 POTENTIAL ACTIVITIES.</b> What specific activities will you undertake that are directly related to these objectives?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Example:</b> Take classes and/or workshops to improve my ability to implement inquiry-based learning in my classroom; collaborate with or seek mentoring from other teachers who use inquiry learning.</p>
<p><b>4 RELEVANCE.</b> How is the scope of the plan relevant to the subject area you teach, your students, your building/district goals, and quality educational practice?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Example:</b> Inquiry is an important and widely acknowledged method for effectively teaching science and will enable me to increase my students' performance on proficiency tests.</p>
<p><b>5 EVALUATION CRITERIA.</b> What are the criteria for determining the success of your objectives? When and how will you adjust your plan if needed?</p> <p>_____</p> <p>_____</p>	<p><b>EVIDENCE OF ACCOMPLISHMENT</b></p>

# Keys to the Tool

Develop own plan...

Tied to both School and Districtwide student Learning goals... encourage set personal goals for professional growth and tie to goals to student learning needs.

GOAL ...

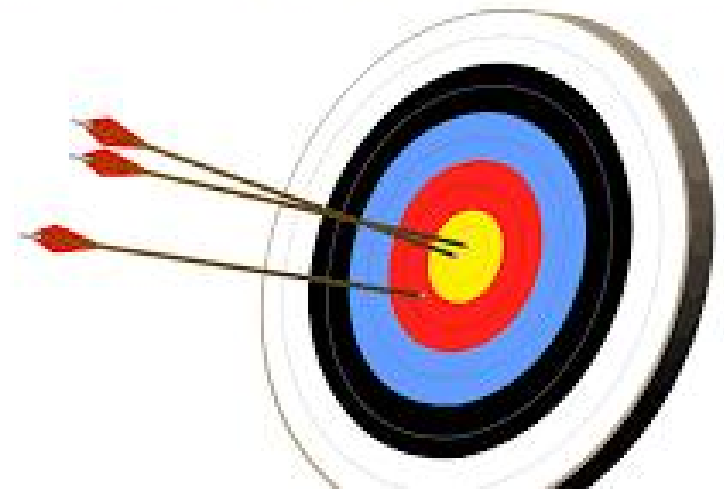
ex. I will become knowledgeable about diverse cultures and apply new learning to the classroom.

I Will... in what area ... and then do what?

BASIS for your goal &

Evidence of Accomplishment

# GOAL SETTING



# A Learning Plan will have many goals

GOALS...

OBJECTIVES...

POTENTIAL ACTIVITIES...

RELEVANCE...

EVALUATION CRITERIA...



# REFLECTION IS KEY!!!

How will I CHANGE?

Activity foster COLLEGIALLY?

Activity LINK to work of other colleagues?

How can activity BENEFIT colleagues?

Who can I call upon for FEEDBACK?

What EVIDENCE of my learning will be created?

What can I MEASURE to determine improved student learning?

What will be FIRST INDICATION of student learning?

How long before improvement MEASURED?



# Q&A Discussion



Ask the panelists about strategies to overcome challenges they have faced and any other questions you have.



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# Your Feedback Needed



Please complete this survey during the final 5 minutes of this webinar.

<https://goo.gl/C51VoJ>

## Why is this survey important?

It will help us justify and improve our offerings. We are looking for 100% participation. And, it will take less than 5 minutes.

Thank you for your participation in the, “Partnership to Redesign PD: Powering Up Your PD,” webinar. Obtaining feedback from teachers is vital to helping us better understand our audience and help tailor our program to you. We would appreciate your taking the time to complete the following 10-item survey. It should take about 5 minutes of your time. Your responses are voluntary and will be confidential. Responses will not be identified by individual. **We will compile responses together and analyzed them as a group.** If you have any questions or concerns, please contact Ed Dieterle at 202.407.8300 or ed.dieterle@summitllc.us.