Beyond PD

Teacher Professional Learning in High-Performing Systems

Teacher Quality Systems in Top Performing Countries

LEARNING FIRST

CENTER ON INTERNATIONAL EDUCATION BENCHMARKING

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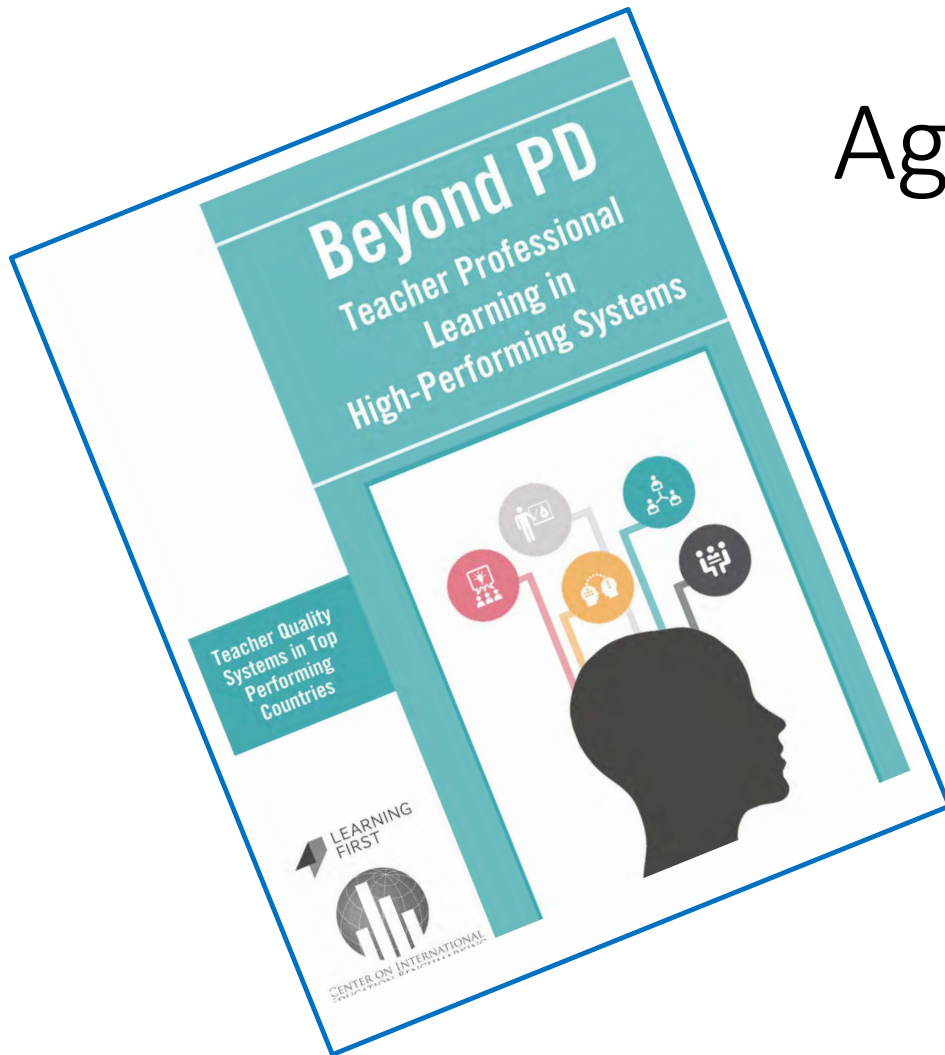learningforward

THE PROFESSIONAL LEARNING ASSOCIATION

Outcomes

- Gain familiarity with the findings of *Beyond PD: Teacher Professional Learning in High-Performing Systems*

- Consider implications of the research for schools and school systems across North America

Facilitator

Joellen Killion
Senior Advisor
Learning Forward

Agenda

- Welcome/introduction
- Findings from Beyond PD
- Q & A
- Additional resources
- Next webinar

Presenter/Principal Researcher

Ben Jensen
CEO
Learning First

Professional learning in high-performing systems

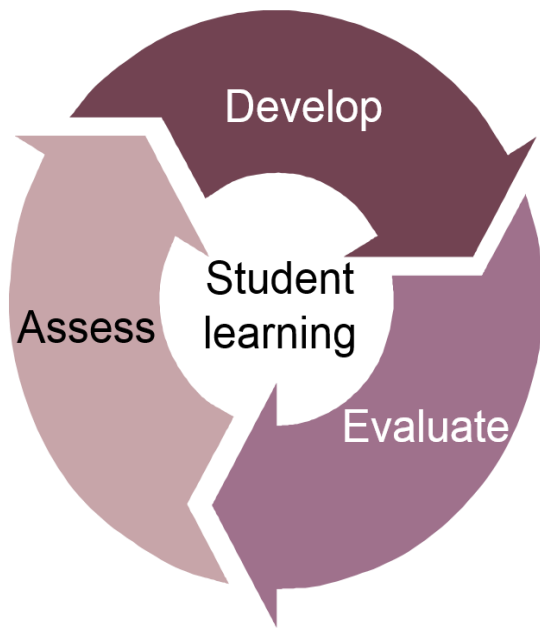**Washington DC January 2016**

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Two messages

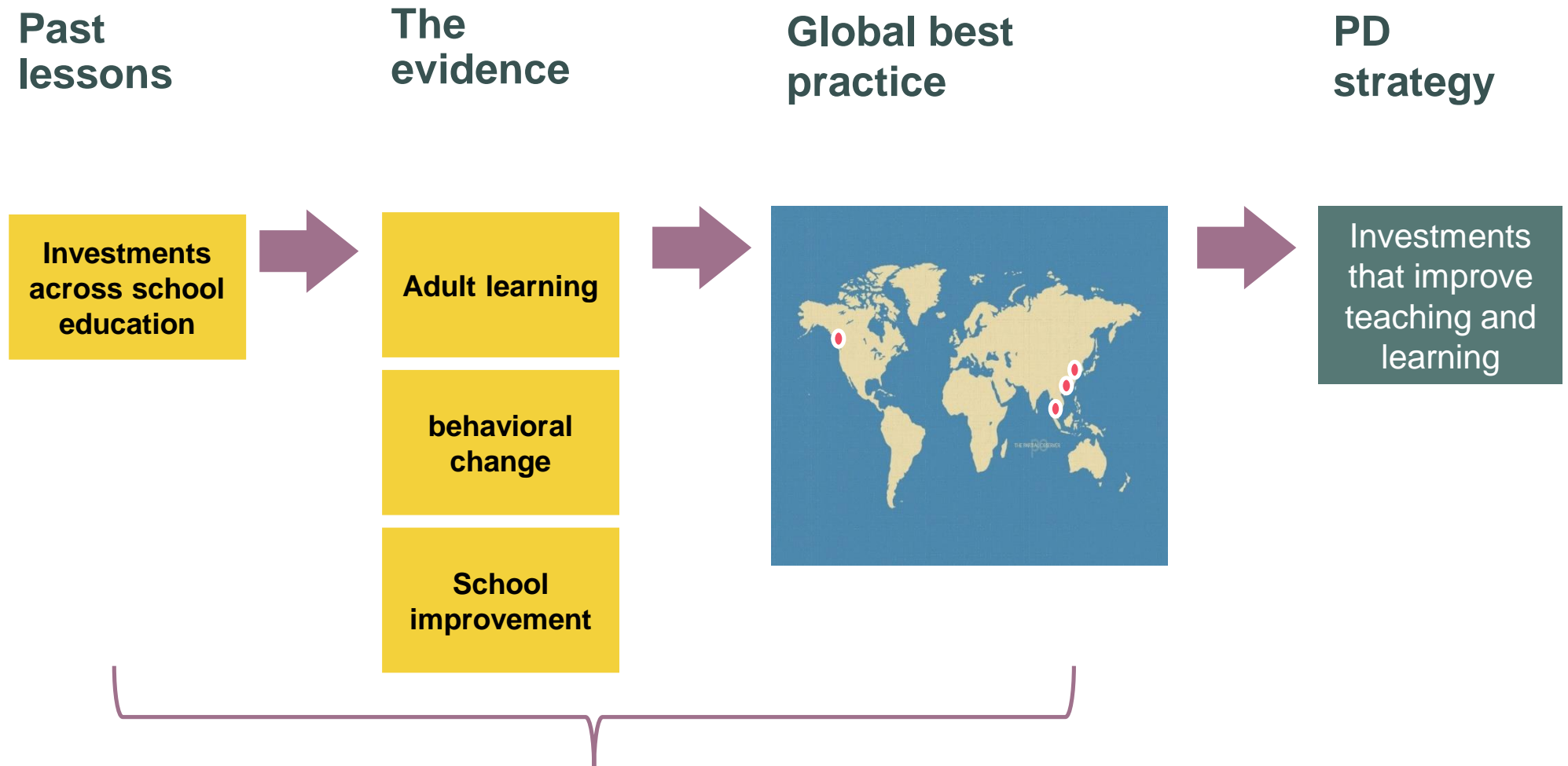## 1. Core of effective PL

Effective professional learning

Core of learning communities
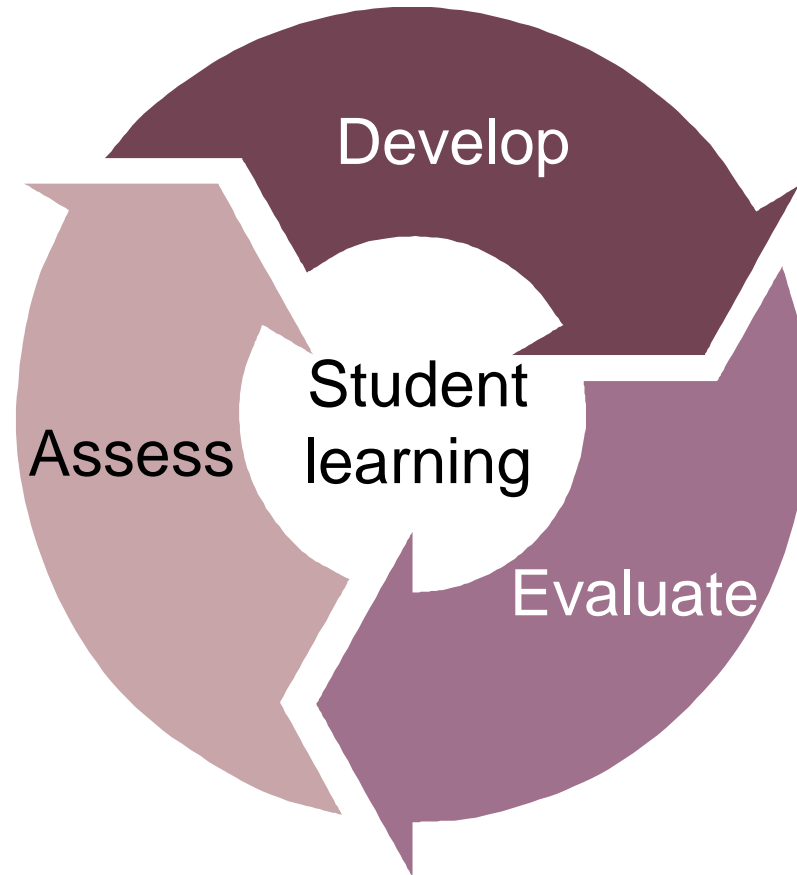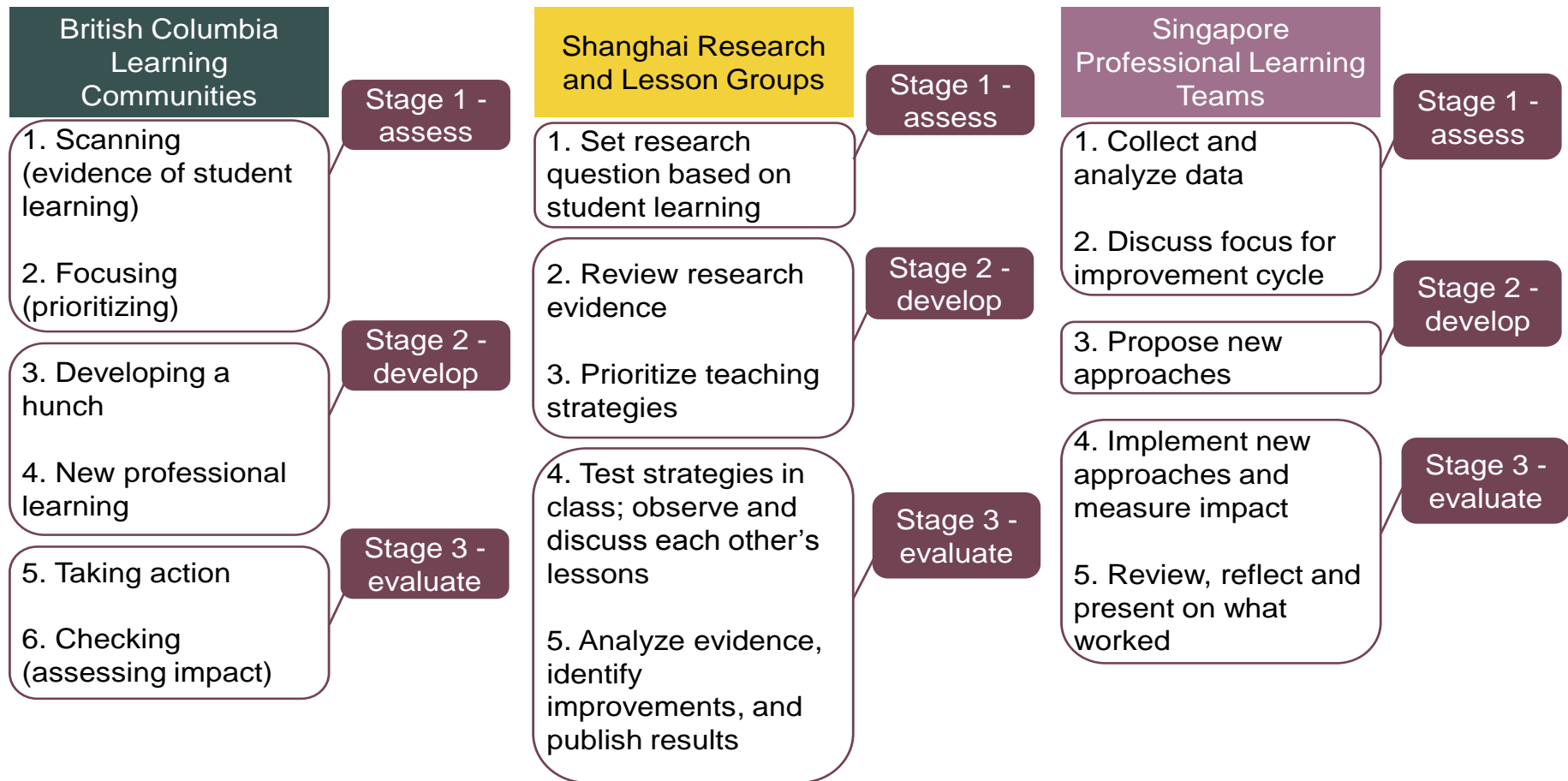
2. Strategy to ensure effectiveness

Strategic directions: setting expectations for professional learning and recognition

Strategy and Policies

| Developing Leaders | Evaluation and accountability | Creating time |

Developing a PD strategy

Past lessons

The evidence

Global best practice

PD strategy

Investments across school education

Adult learning

behavioral change

School improvement

Investments that improve teaching and learning

Highlights what we need to do differently

Effective professional learning

Develop

Assess

Student learning

Evaluate

Core of learning communities

Learning communities: an intense focus on 'assess, develop, evaluate'

British Columbia Learning Communities		Shanghai Research and Lesson Groups		Singapore Professional Learning Teams	
1. Scanning (evidence of student learning)	Stage 1 - assess	1. Set research question based on student learning	Stage 1 - assess	1. Collect and analyze data	Stage 1 - assess
2. Focusing (prioritizing)				2. Discuss focus for improvement cycle	
3. Developing a hunch	Stage 2 - develop	2. Review research evidence	Stage 2 - develop	3. Propose new approaches	Stage 2 - develop
4. New professional learning		3. Prioritize teaching strategies			
5. Taking action	Stage 3 - evaluate	4. Test strategies in class; observe and discuss each other's lessons	Stage 3 - evaluate	4. Implement new approaches and measure impact	Stage 3 - evaluate
6. Checking (assessing impact)		5. Analyze evidence, identify improvements, and publish results		5. Review, reflect and present on what worked	

Narrow reform objectives

Problem	Solution
Not enough time for PL	Create more time
PL is not relevant	Teachers choose PL based on their needs
Young teachers are struggling	Give them mentors
PL programs are not evaluated	Provide feedback forms

A focus on student learning: what does this mean?
A stylized example…

3. Monitoring and evaluation of changes in teaching and student learning

| PD only effective if | → Impact → | Teaching practice | → Impact → | Student performance |

2. Teachers assess current practice to determine the PD required.

1. Teachers assess student learning to determine where teaching should improve
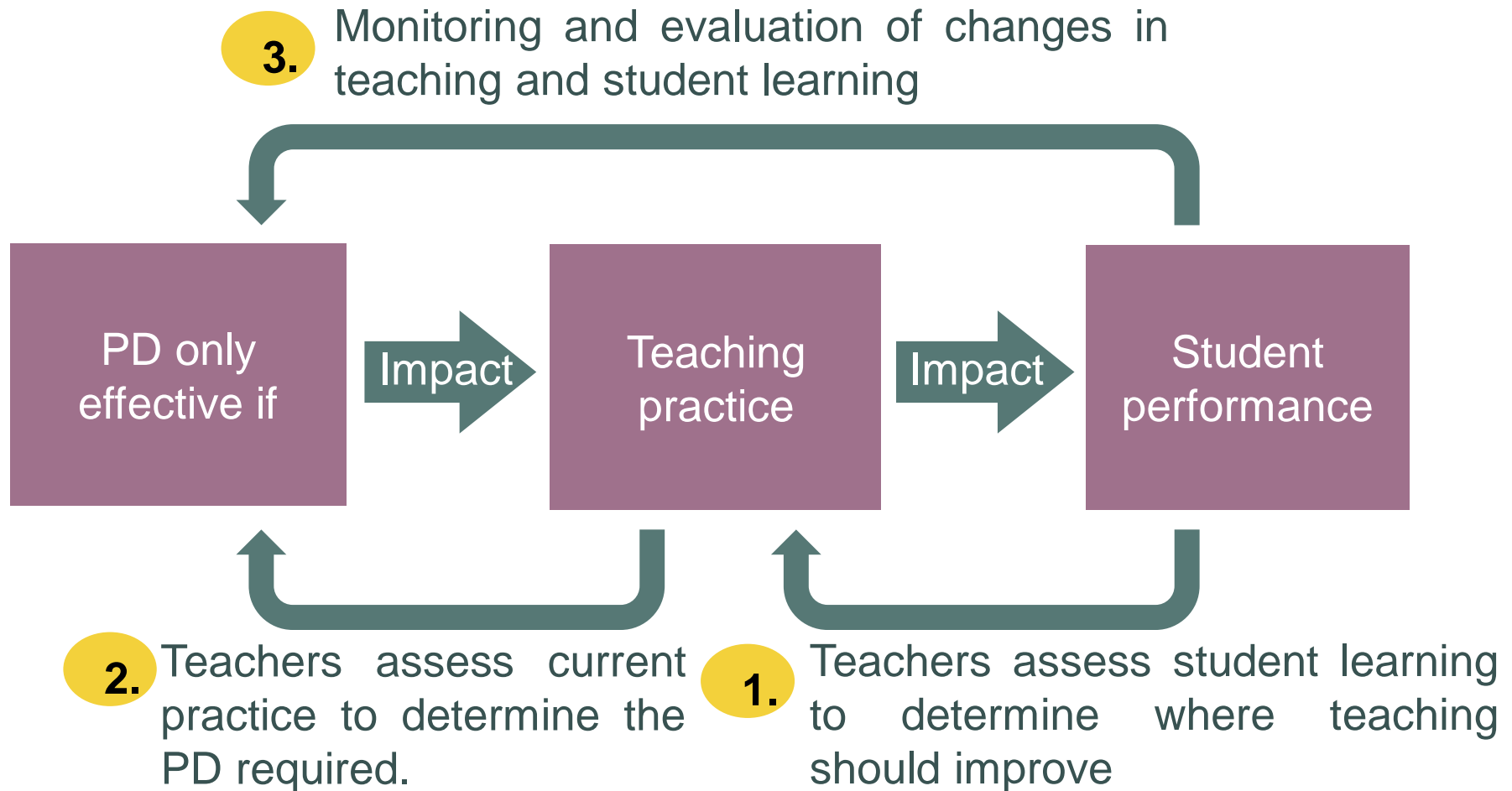
Shanghai learning communities a key platform for teacher growth

All teachers part of two learning communities; 1-2 hours a week

(i) Lesson groups - planning lessons, observing delivery, re-examining

"Allows the teachers to prepare lessons in a more in-depth manner…"

(ii) Research groups
- Subject-based
- Explore over a year
- Examine literature
- Trial new approaches
- Publish findings

Select research topic on subject specific pedagogy

Conduct research, reviewing literature and evidence

Joint lesson planning, design new pedagogy

Implement new pedagogy

Peer observation and feedback cycle to continuously refine

Write up, publish and disseminate findings
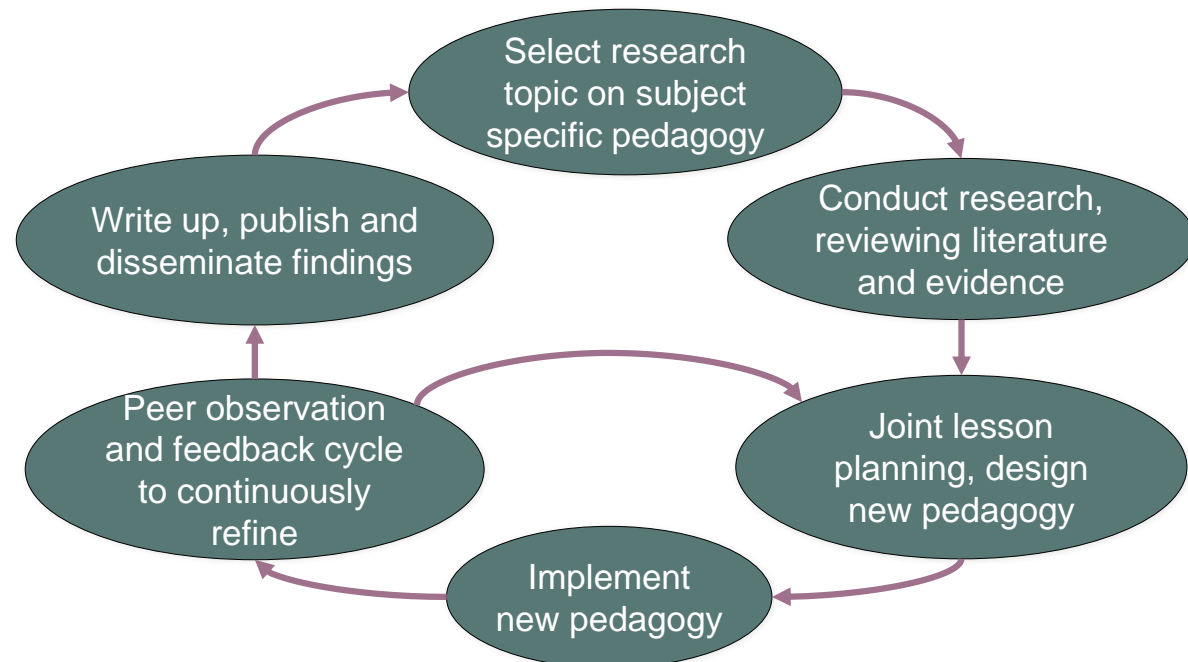
Mentoring is organised throughout the system

District
Master teachers /
Subject researchers

School
Subject leaders

Advanced teachers

Mid-level teachers

Beginning teachers
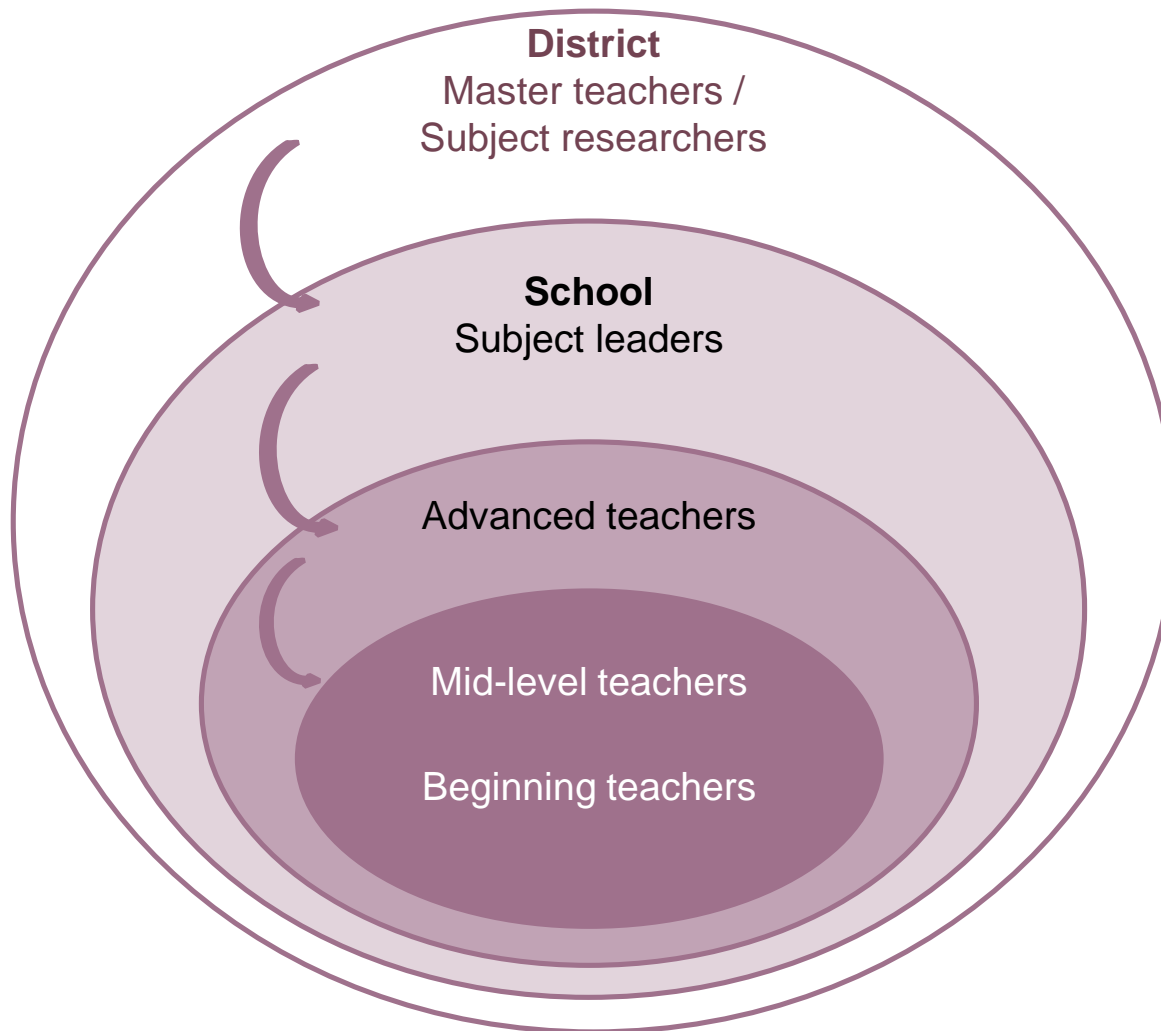
- Shanghai and Singapore mentoring <u>through</u> the system

- All teachers in Shanghai

- Focuses on student learning in classroom

- Frequent feedback based on observation

- Explicit component of teachers' job description

- Mentors have role models and training to be effective

The classroom door is open…..observation is key

Frequent observation and feedback within regular work

- Shanghai
    - 1-2 times fortnight
    - Demonstration lessons

- Regular walk throughs by school leaders

- Training in Singapore and Shanghai

- Slow introduction in Hong Kong

School education strategy

1. What do we want to change?
   - Improving learning is changing students' behavior
   - Improving teaching is changing teachers' behavior

2. How to change people's behavior?

What the evidence tells us…..

How do adults learn best?

Drivers of effective teacher professional learning?

Motivators for learning at work?

Changing behaviors?

Changing practices and behaviors

1. They have a clear purpose to believe in

2. Role models act visibly and consistently

3. They have the skills and capacity for the
   new behavior

4. Reinforcement systems are consistent
   - School and teacher evaluation
   - Accountability
   - Data collected

System

Strategic directions: setting expectations for professional learning and recognition

Strategy and Policies

Developing Leaders

Evaluation and accountability

Creating time
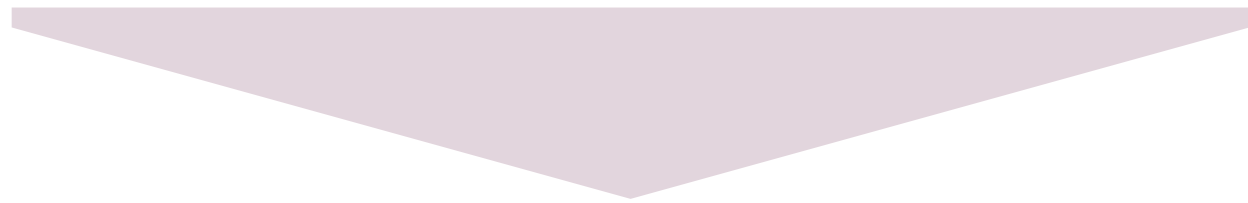
School

| School improvement organized around effective PL | Professional learning built into daily practice | Recognise the development of teacher expertise | Shared responsibility for PL | Distinct roles to lead professional learning |

Effective professional learning = school improvement

Leadership – professional learning leaders play a critical role in schools

- Significant investments in teachers, not just school leaders

- Work with school leaders on bigger picture, as well as matching to individual needs

School Principal — Sets school objectives

Aligns professional learning with school objectives

Professional Learning Leader — Creates professional learning plan

Develops professional learning that meets teachers needs

Heads of Department — Assesses teaching and learning
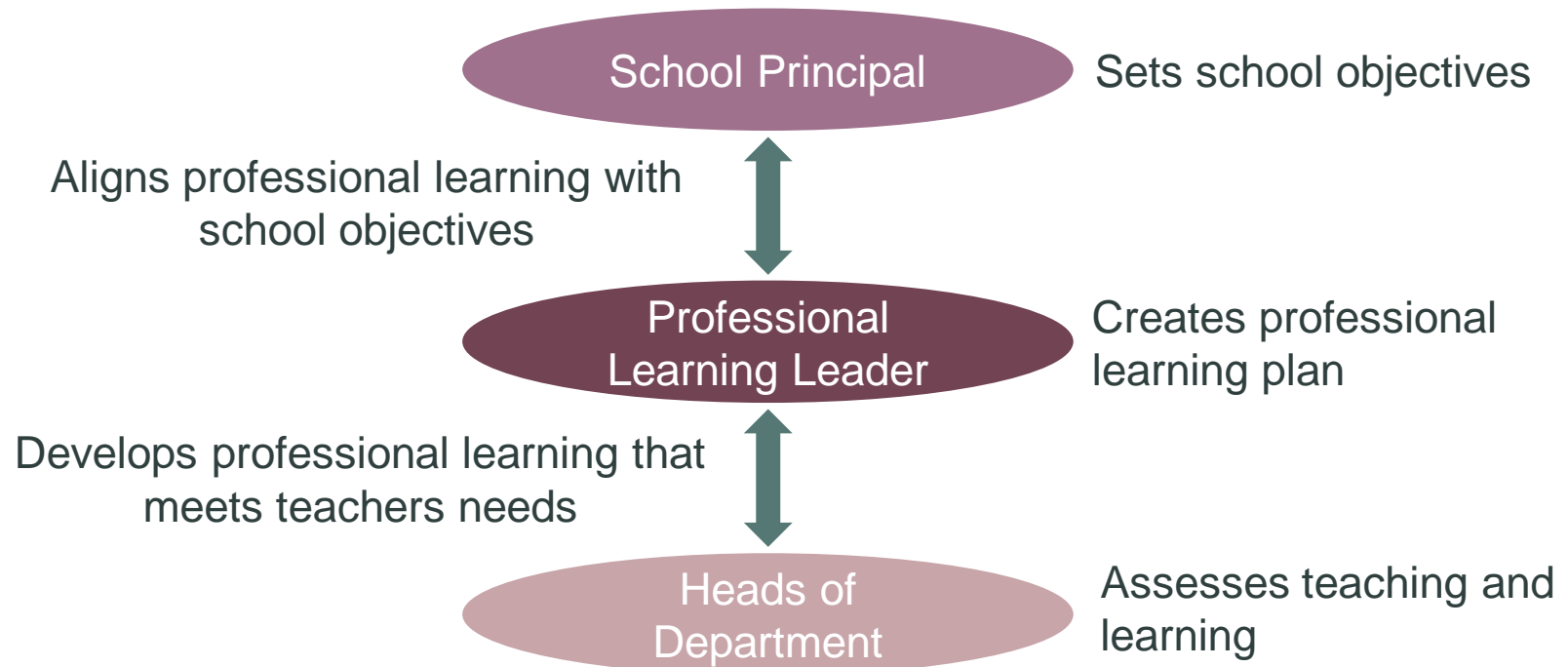
Accountability and evaluation for professional learning

False dichotomy between accountability and teacher development

Broader focus of accountability:
1. School performance
2. Quality of instruction
3. Quality of professional learning

Various accountability mechanisms to achieve this…

Example of teacher evaluation in Shanghai

Shanghai teacher evaluation includes:

- Performance in learning communities, evaluated through observations, peer feedback and 360 reviews

- Improvement in teaching evaluated by internal and external observations

- A teacher self-evaluation, with colleague feedback and comments on it

- Published papers, demonstration lessons, awards and seminars

All of this information goes into promotion discussions

Professional learning: Links with school accountability

Districts need to be tight on evaluating: →	Student learning	Instructional improvement	The quality of professional learning
↓			
This may require: →	Change in accountability emphasis	Change in measures	Greater reliance on professional judgement
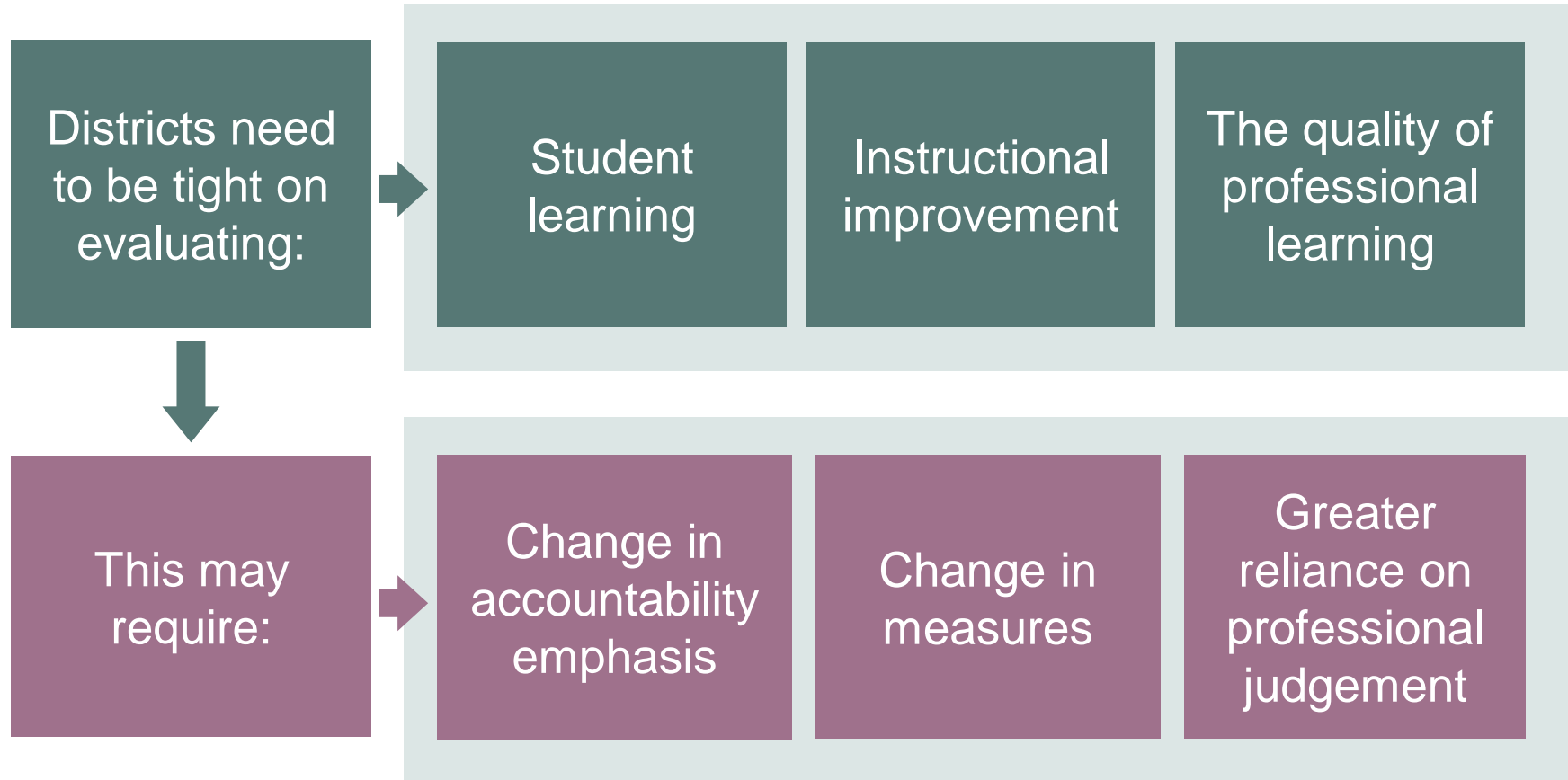
Time for professional learning

- Shanghai is an outlier

- BC inquiry - 1 period per week

- Time is necessary but not sufficient

  "…as much as the time that is made available, if there isn't a framework (i.e. the Spiral of Inquiry) for collaboration, that time will be wasted.'" Co-founders, BC

- Governments and district leaders need to make active trade-offs e.g. Singapore

Country	Hours teaching per week
U.S.	27 hours
British Columbia	22-23 hours(a)
Finland	21 hours
U.K. - England	20 hours
Australia	19 hours
Average TALIS	19 hours
Poland	19 hours
Korea	19 hours
Singapore	17 hours
Hong Kong	17 hours(b)
Shanghai	10-12 hours (c)

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Facilitator Guide

for

*Beyond PD:
Teacher Professional
Learning in
High-Performing
Systems*

Joellen Killion

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Additional resources

- Article in February *JSD*
- *Tools for Schools* Spring 2016
- Second webinar focused on Facilitator Guide:
  - February 10, 4:00-5:00 PM EST