

## Planning Professional Learning

**Transforming Professional Learning Webinar Series**

**April 10, 2014**

Facilitated by:

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## Webinar Focus



*Professional Learning Plans:  
A Workbook for States,  
Districts, and Schools*

<http://learningforward.org/docs/default-source/commoncore/professional-learning-plans.pdf?sfvrsn=4>

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## Our Agreements

- **A**sk questions.
- **E**ngage fully.
- **I**ntegrate new information.
- **O**pen your mind to new views.
- **U**tilize what you learn.



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## Today's Outcomes

- Gain a deeper understanding of the steps and tasks for developing short- and long-term professional learning plans.
- Explore tools to use in developing a professional learning plan focused on specific content, learning designs, implementation support, and evaluation of professional learning.




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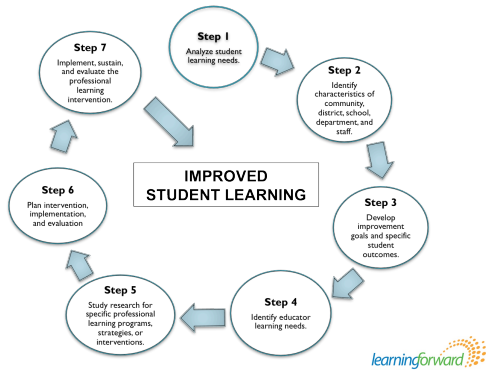
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## Backmapping Model




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## Developing Professional Learning Plans

Develop Short- and Long-term Professional Learning Plans	Task
<b>Step 1.</b> Analyze student learning needs.	<ul style="list-style-type: none"> <li>• Gather multiple forms of student data.</li> </ul>
<b>Step 2.</b> Identify characteristics of community, district, school, department, and staff.	<ul style="list-style-type: none"> <li>• Analyze the data to identify trends, patterns, and areas of needed improvement.</li> <li>• Gather data about the learning context.</li> <li>• Identify the features of the context that influence student and educator learning.</li> <li>• Identify potential contributors to the current state of student learning.</li> <li>• Write SMART goals for student learning.</li> <li>• Gather data about educators.</li> </ul>

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 6.




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### Developing Professional Learning Plans

Develop Short- and Long-term Professional Learning Plans	Task
<b>Step 3.</b> Develop improvement goals and specific student outcomes.	<ul style="list-style-type: none"> <li>Review research and evidence on successful professional learning programs or practices.</li> <li>Identify those relevant to the current goals and objectives.</li> </ul>
<b>Step 4.</b> Identify educator learning needs and develop goals and objectives.	<ul style="list-style-type: none"> <li>Develop educator SMART objectives.</li> <li>Develop KASABs.</li> <li>Develop logic model.</li> </ul>
<b>Step 5.</b> Study research for specific professional learning programs, strategies, or interventions.	<ul style="list-style-type: none"> <li>Study professional learning research related to goal area and context features.</li> <li>Identify research- or evidence-based practices.</li> </ul>

Killian, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 6.

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### Developing Professional Learning Plans

Develop Short- and Long-term Professional Learning Plans	Task
<b>Step 6.</b> Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.	<ul style="list-style-type: none"> <li>Develop theory of change with assumptions.</li> <li>Develop logic model.</li> </ul>
<b>Step 7.</b> Implement, evaluate, and sustain the professional learning.	<ul style="list-style-type: none"> <li>Enact the plan.</li> <li>Monitor progress and adjust as needed.</li> <li>Evaluate progress and results.</li> <li>Sustain support to achieve deep implementation over time.</li> </ul>

Killian, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 6.

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### Poll Questions

1. Do you have a current professional learning plan focused on specific content, learning designs, implementation support, and evaluation of professional learning? (yes/no)
2. On which of the seven steps of the backmapping model do you feel you need the most support? (Chat response)

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### PL Plans – Core Elements

- Needs analysis
- Goal(s)
- Objectives
- Strategic actions/interventions
- Timeline
- Responsible person(s)
- Indicators of success
- Measures of success
- Evaluation plan
- Resources needed



Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, pp. 7-8.



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### Tool i

Websites to sample professional learning plans  
– Pages 51-54  
– Use list to investigate core elements, organization, and layout of professional learning plans



Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward.



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### Poll Questions

1. To what degree do you currently identify needs based on data to study what might be causing or contributing to the needs?
2. To what degree do you currently identify what changes in educators need to occur to achieve the goal(s) stated for students?

<input type="checkbox"/>	excellent
<input type="checkbox"/>	good
<input type="checkbox"/>	average
<input type="checkbox"/>	poor



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### Poll Questions

3. To what degree do you currently identify how the data or evidence will be collected to demonstrate the indicators of success?
4. To what degree do you currently have an evaluation plan in place to guide data collection to determine if the goals and objectives were achieved, if the strategic actions and interventions were appropriate, and what improvements are needed?


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### Seven Step Planning Process

- Step 4 – Identify educator learning needs and develop goals and objectives
- Step 5 – Study research for specific professional learning programs, strategies, or interventions
- Step 6 – Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs


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### Tool 4.1 – Sample Educator Learning Goals

Goal	
Type of Change	Example
Knowledge	Understands rational numbers and content-specific vocabulary
Attitudes	Believes that developing students' understanding of rational numbers contributes to their success in higher-level math, high school graduation, and college and career readiness.
Skill	Uses higher-order thinking skills to elicit students' understanding of rational numbers and thinking during problem solving.
Aspiration	Desires to teach all students to succeed in higher-level math.
Behavior	Applies effective questioning skills in math instruction to elicit student thinking during problem solving.

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 81.




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### Tool 4.1 – Sample Educator Learning Goals

**Student Learning Goal:** Improve student achievement in rational numbers by 15% on annual mathematics assessments through professional learning focused on increasing teachers' content knowledge and content-specific pedagogy.

**Educator Learning Goals/Objectives:**

- Increase teachers' content knowledge and precision in content vocabulary related to rational numbers as evident in lesson plans and instructional materials. **KNOWLEDGE**
- Increase teachers' accuracy and frequency of use of questioning strategies in math instruction by at least two levels as described in the Innovation Configuration (IC) maps. **SKILLS, ATTITUDES, ASPIRATIONS, AND BEHAVIOR**

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 6.




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### Let's Discuss!

To what degree do you currently identify educator needs and goals to focus educator learning to achieve student learning goal(s)?




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### Step 5: Study Research and Evidence for Guidance About Professional Learning

**Learning Designs Standard:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 23.




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## Questions to Guide Selecting Learning Designs

- What factors are important to consider when selecting learning designs?
- Which learning designs require active engagement?
- How will the selection of learning designs influence the degree of implementation?
- Which learning designs are more likely to promote implementation in which contexts?
- Which learning designs are more appropriate for various levels of use (i.e. nonuser, novice, proficient, expert)?



E-Learning Program – Standards into Practice: IC Maps, Spring 2013




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## Tool 5.2 – Selecting the Design That Works

Powerful Design	What and Why?						
	Useful for getting data in school	Involves gathering information from external sources	Particularly helpful in creating a learning community	Focuses on standards, curriculum, assessment	Focuses on why and teaching	Involves looking at classrooms	Involves looking at whole school/beyond
Accessing Student Voices	x						x
Action Research	x	x	x		x	x	
Assessment as Professional Learning			x	x			
Case Discussions		x		x	x		
Classroom Walk-throughs	x		x	x	x	x	
Critical Friends Groups		x	x	x	x	x	
Curriculum Design		x		x			x
Data Analysis	x						x
Dialogue			x	x	x		x
Differentiated Coaching		x			x		

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 89




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## Tool 5.2 – Selecting the Design That Works

Powerful Design	How?									
	Connect with other designs?		Individuals or groups?			Facilitator needed?			Administrator involvement?	
	Yes	No	Individuals first, then groups	Pairs	Large groups/Conferences/Small groups	No	At first	Yes	Support	Participation
Accessing Student Voices	x		x					x	x	x
Action Research	x			x	x			x	x	
Assessment as Professional Learning	x			x	x			x		x
Case Discussions	x			x	x			x	x	x
Classroom Walk-throughs	x		x			x				x
Critical Friends Groups	x			x	x		x		x	
Curriculum Design	x			x	x			x		x
Data Analysis	x			x	x			x	x	x
Dialogue	x			x	x		x		x	x

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 90.




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## Let's Discuss!

To what degree do you currently study potential professional learning programs or learning designs before launching a new initiative?



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## Plan Professional Learning: Implementation and Evaluation

- *The theory of change maps how change will occur over time. . . . It is an if-then thinking process that shows the logic behind the actions planned.*
- *A logic model maps and predicts the intended changes that occur over time from outputs to short- and long-term outcomes for educators and results for students.*

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 26.



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## General Theory of Change

Teachers engage in standards-based professional learning.	Teachers apply their learning and receive feedback and support to refine and strengthen their practice.	Teacher application of practice changes student learning experiences.	Changes in student learning experiences positively impact student learning.
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Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 26.



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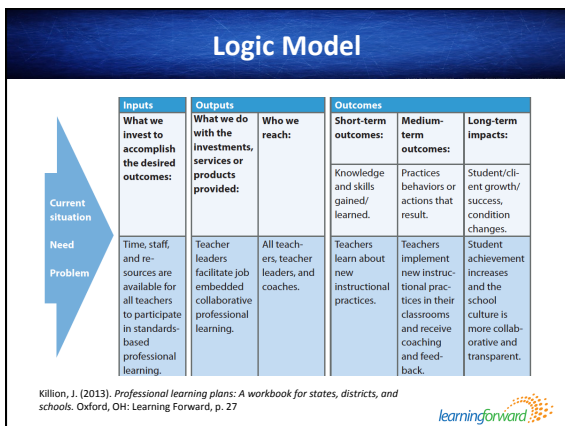
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### Estimated Percentage of Achievement of Various Professional Learning Associated with Learning Designs

Professional Learning Designs	Knowledge Level (understand the content)	Skill Attainment (demonstrate proficiency in practice)
Presentation of theory	10	5
Demonstration of learning	30	20
Practice of learning	60	60
Coaching and other forms of workplace-specific support	80	95

Source: Student achievement through staff development (3<sup>rd</sup> edition) by B. Joyce & B. Showers, p. 78.

Killian, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 32.

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### Tool 6.6 – Sample Evaluation Questions & Evidence

Goals/Objectives	Evaluation Questions	Evidence
<b>Student Learning Goal:</b> Improve student achievement in rational numbers by 15% on annual mathematics assessments through professional learning focused on increasing teachers' content knowledge and content-specific pedagogy.	<ul style="list-style-type: none"> <li>Did student achievement in rational numbers increase by 15% from the previous year's scores on the annual mathematics assessment?</li> <li>Did achievement for all student subgroups increase by 15% or more?</li> </ul>	<ul style="list-style-type: none"> <li>Aggregated and disaggregated student scores on the previous and current year's annual mathematics assessment.</li> </ul>
<b>Educator Learning Goal:</b> Increase teachers' content knowledge and precision in content vocabulary related to rational numbers as evident in lesson plans and instructional materials.	<ul style="list-style-type: none"> <li>Did teachers' understanding of rational numbers increase by at least 20% as measured by an analysis of lesson plans and instructional materials?</li> </ul>	<ul style="list-style-type: none"> <li>Pre- and post-lesson plans and instructional materials (student assignments, formative assessments, displays, etc.) analyzed using a rubric.</li> </ul>
<b>Educator Learning Goal:</b> Increase teachers' accuracy and frequency of use of questioning strategies in math instruction by at least two levels as described in the IC maps.	<ul style="list-style-type: none"> <li>Are teachers demonstrating accurate and frequent use of questioning techniques in their daily instruction as described in the IC maps?</li> </ul>	<ul style="list-style-type: none"> <li>Trend analysis of principal walk-through, peer observation, and coaching observation data using the IC maps as the criteria for observations</li> <li>Teacher pre- and post-self-assessments using the IC map.</li> </ul>

Killian, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward, p. 118.

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### Reflection – Say Something Protocol

- Something I agree with . . .
- Something that puzzles me . . .
- A new idea . . .
- Something I disagree with . . .
- Something I want to talk more about with others . . .

Munger, L. & von Frank,V. (2010). *Change, Lead, Succeed*, p. 96.



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### Next Steps

- Continue the conversation
  - <http://community.learningforward.org>
- Email us!
  - [terry.morganti-fisher@learningforward.org](mailto:terry.morganti-fisher@learningforward.org)
  - [linda.munger@learningforward.org](mailto:linda.munger@learningforward.org)



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