



## **Planning Professional Learning: *Diagnosing Student and Educator Needs***

### ***Online Course Syllabus***

#### **Course Introduction**

This online course focuses on components of the Backmapping Model, which describe diagnosing, planning, designing, implementing and evaluating effective professional learning (Killion, 2013). Effective professional learning is not an event but a sequence of learning designs that builds knowledge, develops skills, inspires action, and stimulates the use of new, effective classroom practices. The most thorough description of effective professional learning is presented through seven standards developed by Learning Forward in cooperation with eighteen national organizations.

One of the underlying assumptions of this work and this course is that the diagnosing student and educator needs requires a deep analysis so that professional learning focuses not on the outward “symptoms” of student learning needs but on long-term, results-based solutions to resolve student achievement challenges. This requires more than administering a needs assessment survey that asks educators to rank order the latest hot topics in professional or curriculum development that are making the rounds in professional journals or web-based advertisements. It requires a profound and thoughtful analysis of many forms of data to triangulate needs rather than highlighting anomalies; identify longitudinal trends and patterns rather than triage symptoms discern actions, which will resolve learning needs, rather than applying quick-fix “band aids” which will overwhelm personnel and budgets but not satisfy needs.

As a result, this online course will focus on the first four steps of the Backmapping Model for Planning Professional Learning. Steps 5-7 will be addressed in more detail in two other online courses.

Participants will be able to learn more from this course if they have their own data set to dissect, analyze, scrutinize, and explore. Disaggregated student data is only the beginning. Other data that will be explored and explained within the modules include community, system, school, and educator perceptual and demographic information.

The module will also explore how to use tools that focus on identifying underlying root causes of student learning challenges. Victoria Bernhardt views the proliferation of remedial, non-

mainstream programs as an indicator that schools and districts are not probing their data for root causes but rather treating the most immediate needs with short-term activities. Once student learning needs are identified, a student learning outcome is articulated in a SMART goal format. This student goal is probed to identify educator learning needs.

The final module focuses on melding all the data into a SMART goal for professional learning that identifies the new practices that educators need to know and be able to do to resolve student learning challenges. This goal becomes the launching point for planning and designing professional learning—a topic will be addressed in an upcoming online course.

### **Course Outcomes**

*Participants, who complete this course, will be able to:*

1. Explain the necessity of analyzing student, educator, school, district, and community data to focus professional learning leading to improve student achievement.
2. Describe the purpose of Steps 1-4 of the Backmapping Model.
3. Identify student learning needs through the analysis of multiple measures of student data.
4. Create better professional learning decisions through the use of system and community data.
5. Utilize appropriate tools to identify the cause(s) that underlies the reason for low student achievement. (Treat the cause not the symptom).
6. Forge the link between student learning needs and professional learning goals/outcomes.

### **Course Modules**

This course contains five modules:

- 1) Overview Module: Professional Learning Challenge: How do we plan professional learning that improves student learning?
- 2) Module 1: Step One—Student Learning Needs.
- 3) Module 2: Step Two—Identify Community, System, School, and Educator Characteristics.
- 4) Module 3: Step Three—Develop Improvement Goals and Student Outcomes.
- 5) Module 4: Step Four—Educator Needs and Goals.

### **Course Text and Readings**

The digital copy of the primary course text, *Professional Learning Plans: A Workbook for States, Districts and School*, is provided. In addition, there will be supplemental assigned readings

provided within each module for you to download. A bibliography of resources used to develop the course will also be provided at the end of this syllabus.

## Overview Module: How do we plan professional learning to impact student learning?

***Essential Question:** How do we increase the likelihood that professional learning will enhance teacher practices and result in improved student achievement?*

### Overview Module Outcomes

Learners who complete this module will be able to

- 1) Explain why the needs assessment survey is insufficient for identifying the focus of professional learning.
- 2) Describe the purposes of the Backmapping Model.
- 3) Clarify the purpose of the diagnostic phase of the Backmapping Model (Steps 1-4).

### Overview Module Elements

- Course Introduction
- Course Navigation
- Overview Module: Introduction and Essential Question/Objectives
- Open Space Forum
- Outcomes of Using the Typical Needs Assessment Survey
  - **Audio:** Joellen Killion—Assessing Professional Learning Needs
- Reflection
- Biggest Challenge: Establishing the Relationship between Student Needs and Educator Learning Needs
- What is another planning strategy? Backmapping Model for Planning Professional Learning
  - **Video:** Overview of Backmapping Model
- Open Space Forum
- Focus on Steps 1-4: The Diagnostic Phase of the Backmapping Model
- Module Review
- Reflection
- Module Assessment

## Module One: Step 1—Identify Student Learning Needs

*Essential Question: How can the analysis of student learning data lead to more specific description of student learning needs?*

### Module One Outcomes

Learners, who complete this module, will be able to:

- 1) Explain why using multiple measures of student data increase the clarity around student learning needs.
- 2) Clarify how utilizing the 5-Why process can lead to identifying fundamental causes of student learning needs.
- 3) Provide a rationale for developing Data Summary statements.
- 4) Describe strategies that involve faculty in joint, collaborative analysis of student data.

### Module One Elements

- Introduction and Outcomes
- Student Data
  - **Video:** Using student data: Tom Guskey
  - **Video:** Frederick Brown: Data Standard
- Tool 1.1: Crafting Data Summary Statements
- Tool 1.2-1.3 Review (pp. 63-65)
- Open Space Forum
- Root Causes: 5 Why's
  - Reading: Playbook pp. 93-98
  - Open Space Forum
- Readings
  - Data Day
  - Guskey: Corwin/Data: How to analyze student data
  - Protocol for data analysis
  - Norms for Data Analysis
- Reflection
- Module Assessment

## Module Two: Step 2—Identify Characteristics of State, School, and System

*Essential Question: How can community, system, school, and educator data influence and improve professional learning planning?*

### Module Two Outcomes

Learners, who complete this module, will be able to:

- 1) Describe how community, system, school, educator data can be used to fine tune professional learning.
- 2) Identify possible data sources to consider for professional learning at the team, school, or district level.
- 3) Explain how the SAI-2 can inform and improve planning for professional learning.
- 4) Explain why demographic and perceptual data is important when planning professional learning.

### Module Two Elements

- Introduction: Need to go beyond student achievement data—use of other forms of data for other purposes
  - **Video:** Victoria Bernhardt 2013 Webinar
- Reflection
- Professional Learning that is intentionally responsive
- Vignettes—examples of different types of data and how they could be used to refine Professional Learning
  - **1<sup>st</sup>** Vignette: Team Level
  - **2<sup>nd</sup>** Vignette: School Level
  - **3<sup>rd</sup>** Vignette: District Level
- Open Space Forum
- Using the SAI-2 (Standards Assessment Inventory 2.0)
  - **Video:** SAI-2, Rene Islas
  - Using SAI-2 Data Results
- Reflection
- Module Review: Narrated Power Point
- Module Assessment

## Module Three: Step 3—Specific Student Outcomes

*Essential Question: Why are student learning needs the starting point for professional learning planning?*

### Module Three Outcomes

Learners, who complete this module, will be able to:

- 1) Utilize the Fishbone diagram (an analytic tool) to identify underlying causes related to student learning needs.
- 2) Analyze an existing goal statement to determine whether it contains all the components of a SMART goal.
- 3) Describe why professional learning planning emerges from a clear understanding of student learning needs.

### Module Three Elements

- Introduction
- Readings
- **Video:** Outcomes Standard, Frederick Brown
- Root Causes: Fishbone p. 69—Tool 3.2
  - Practice
  - Reflection
- SMART goal—pp 71-74
  - Narrated Power Point—What’s Missing in This SMART Goal
  - Practice
  - Open Space
- Reflection
- Module Assessment

## Module 4: Step 4—Identify Educator Learning Needs and Goals

*Essential Question: What is the connection between student learning outcomes and educator learning needs?*

### Module Four Outcomes

Learners, who complete this module, will be able to:

- 1) Identify data sources that describe current educator practices.
- 2) Describe the relationship between student learning goals and educator learning goals.
- 3) Differentiate between activities and results.

- 4) Develop a KASAB to analyze educator learning needs.
- 5) Create an educator learning goals in the SMART format.

## Module Four Elements

- Introduction
  - **Video:** Jacqueline Kennedy—Clarify Underlying Assumptions
  - Outcomes
- Readings
  - Tools (pp. 80-81)
  - Outcome Standard: Teacher Practice
- **Basic question:** *What do teachers need to know and be able to do to achieve desired student outcomes?*
- Mining Educator Data for Professional Learning Planning
  - Why we need to align student learning needs with educator learning needs
  - How to shadowing students as a way to learn about classroom practices and student experience
  - How a school examined student data to identify educator learning needs
  - How to conduct Walk-throughs and Instructional Rounds to collect school wide data about instruction
  - How to examine Research/Teacher Evaluation Instrument
  - **Video:** Janice Bradley: Five Step Plan
- Reflection
- Professional Learning SMART goal
  - Activities vs. Results, Narrated Power Point
  - Practice
- Open Space Forum
- KASAB
  - **Video:** Terri Morganti-Fisher: Overview of KASAB
  - Practice
  - Post
- Open Space Forum
- Final Assessment
- Final Reflection
- Final Thoughts

## Course Resources

Bernhardt, V. (Winter, 2000). Intersection. *JSD*, 33-36.

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Guskey, T., Roy, P., and von Frank, V. (2014). Put data in the driver's seat. In *Reach the highest standard in professional learning: Data*. Oxford, OH: Corwin Press and Learning Forward, 17-20.

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