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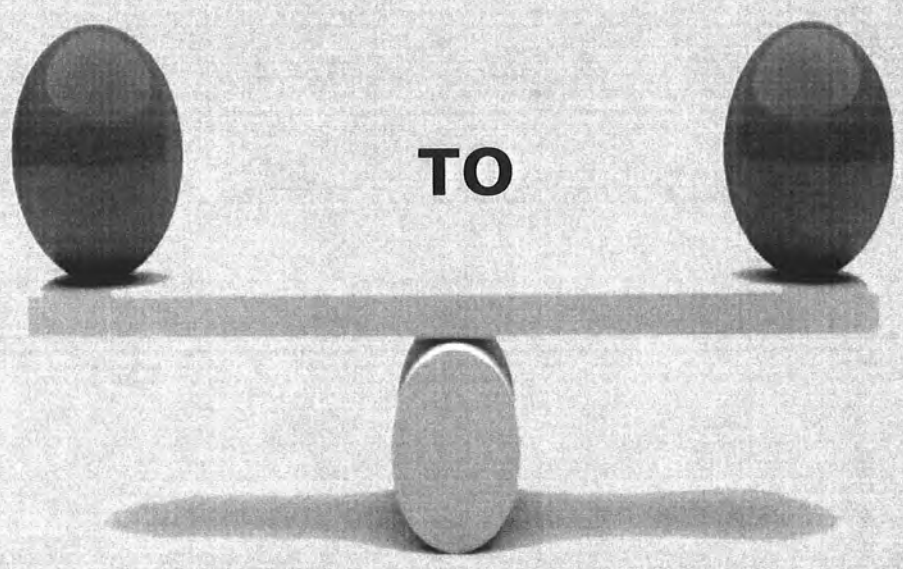
LEVERAGING

PROFESSIONAL LEARNING

SUPPORT NEW ASSESSMENTS



TO

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PROFESSIONAL LEARNING **TO** **SUPPORT NEW ASSESSMENTS**

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Learning Forward

Learning Forward is an international membership association of learning educators focused on increasing student achievement through effective professional development.

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Learning Forward Vision

Every educator engages in effective professional learning every day so every student achieves.

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Outcomes:

- New Knowledge
- Deeper Understanding
- Thoughtful Actions

Professional learning is...

1. The primary strategy that school systems have to ensure that all educators continue to improve their effectiveness.
2. The vehicle to improve individual, team, and school wide performance.

Professional learning is...

3. The process that fosters collective responsibility for the success of all students.
4. The system for engaging all teachers in learning teams committed to continuous improvement.
5. The great equalizer that ensures that all—not just some—students experience great teaching.

Three Purposes of Professional Learning

1 Individual

2 Team/School

3 Program Implementation

Garet et al. 2011 *Making professional development more strategic: A conceptual model for district decision makers.*

Individual

- Data driven
- Aligned with teaching, leadership, and common core standards
- Evaluation cycle
- Impact at classroom and student level

Team/School

- Data-driven
- Shared goals
- Collective responsibility
- Cycle of continuous improvement
- With or without external assistance
- Impact at team and schoolwide levels

Program Implementation

- Data-driven
- District/State priorities
- Common core
- With or without external assistance
- Impact at subject, grade, or district level

Definition of Professional Development

Proposal to amend: Elementary and Secondary Education Act of 1965 (ESEA). Title IX.

Section 9101(34).

- SB 1979 (2008)
- State and Local Adoptions
- Professional Organizations

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Definition Components: Part A

- Comprehensive, sustained, intensive approach
- Collective responsibility
- Aligned with state and district standards
- At school
- Multiple times per week
- Cycle of continuous improvement

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Definition Components: Part B

- Formal learning
- External support
- Data driven

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Professional Development in Action

Visit www.learningforward.org for more video clips of PD in action

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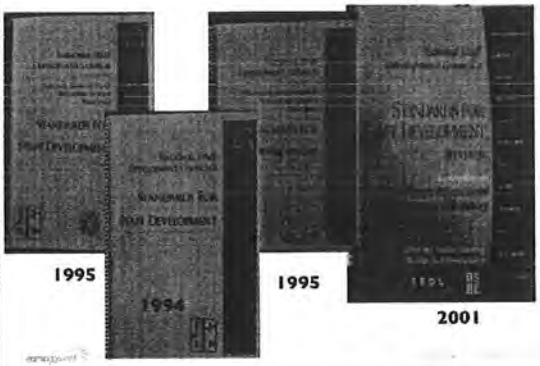
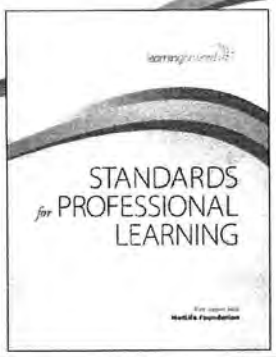
Activity: Video Discussion

- What did you observe about teacher learning in the video?
- What is the relationship between this approach to professional learning and new assessments?

Standards History





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Why Standards?

- They make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels.
- They guide the design, implementation, and evaluation of professional learning.

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Link to Student Results

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The stem . . .

- Professional learning that increases educator effectiveness and results for all students . . .

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- Learning Communities
- Leadership
- Resources
- Data
- Implementation
- Learning Designs
- Outcomes

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What are the challenges?

- Limited resources, including time
- Differing levels of expertise
- Competing priorities
- Documenting impact

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What are other challenges?

There was a 2.6 times greater variation across classrooms in the same schools than school to school (OECD, 2008 – PISA Science).

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What do teachers say?

MetLife Study of The American Teacher (2009):
Teachers in schools with higher levels of collaborative activities are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)

America's Teachers on America's Schools, A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION (2010)
More than 4 in 10 teachers — regardless of the length of time they have been teaching — say it is **"absolutely essential"** to provide opportunities for relevant professional development in order to retain good teachers. And 8 in 10 say it is very important.

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What does research say?

- Students benefit when teachers learn from peers. "The Importance of Peer Learning for Teachers" (Jackson, C.K. & Bruegmann, E., 2009) reports that when the quality of a teacher's colleagues improve, the students of that teacher benefit.
- In a five-year UCLA study of Title I schools, serving more than 14,000 students, the team documented the significant contribution of teacher learning teams as part of the school improvement model evaluated. Achievement rose by 41 percent overall, and 54 percent for Hispanic students.

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Take Action

- Use standards
- Leverage definition
- Examine priorities

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Take Action

- Engage and educate stakeholders
- Model commitment
- Develop leaders

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Take Action

- Prepare teachers for differentiated roles
- Create time
- Document impact

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Activity: Reflections

Learn

Share

Act

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Resources

Definition of Professional Development with video examples
http://www.learningforward.org/standards/definition.cfm

Policy Points
http://www.learningforward.org/news/policypoints/pdf/policy9-09.pdf

Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad (Phase 1)
http://www.learningforward.org/news/NSDCStudy2009.pdf

Professional Development in the United States: Trends and Challenges (Phase 2)
http://www.learningforward.org/news/NSDCStudy2010.pdf

Teacher Professional Learning in the United States: Case Studies of State Policies and Strategies. Summary Report (Phase 3)
http://www.learningforward.org/news/2010Phase3Report.pdf

Building Professional Development to Support New Student Assessment Systems
http://www.scanseven.org/papers/Stephanie_Hirsh-Building_Professional_Development.pdf

Standards for Staff Development
http://www.learningforward.org/standards/index.cfm

NSD - Assessing Evidence
http://www.learningforward.org/news/issuedetails.cfm?issueID=245

NSD - Leadership
http://www.learningforward.org/news/issuedetails.cfm?issueID=302

NSD - Working with External Partners
http://www.learningforward.org/news/issuedetails.cfm?issueID=318

Becoming a Learning School
https://www.learningforward.org.org/news/elearnhome.cfm?Section_ID=27713245c7928b95a5e0041044b437b1&Action_Code=this_Learning_Forward&_Smoke&screen=PRODDetailProduct_Code=8423

Why Professional Development Matters
http://www.learningforward.org/advocating/Why_PD_Matters_Web.pdf

Examining the Evidence: A database of research and reports on the links between professional learning and student success
http://www.learningforward.org/evidence/search.cfm

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Executive Director, New Teacher Center, Santa Cruz, CA

WENDY D. PURIEFOY
President, Public Education Network, Washington, D.C.

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NSDC Definition of Professional Development

34) **PROFESSIONAL DEVELOPMENT** - The Term 'professional development' means a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement –

(A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that –

(1) is aligned with rigorous state student academic achievement standards, as well as related local educational agency and school improvement goals;

(2) is conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;

(3) is facilitated by well-prepared school principals and, or, school-based professional development coaches, mentors, master teachers, or other teacher leaders;

(4) occurs primarily multiple times per week or the equivalent of several hours per week; and

(5) engages established learning teams of educators in a continuous cycle of improvement that –

(i) analyzes student, teacher, and school learning needs through a thorough review of data on teacher and student performance;

(ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;

(iii) achieves the educator learning goals identified in subsection (A)(5)(ii) by implementing coherent, sustained, and evidence-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;

(iv) provides classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

(v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;

NSDC Definition of Professional Development

(vi) informs ongoing improvements in teaching and student learning; and

(vii) may be facilitated and strengthened by the local educational agency or other external assistance providers.

(B) The process outlined in subsection (34)(A) may be supported and strengthened by activities such as courses, workshops, institutes, networks, and conferences that:

(1) must address the learning goals and objectives established for professional development by educators at the school level;

(2) advance the ongoing school-based professional development; and

(3) are provided by for-profit and non-profit entities outside the school such as local education agencies, universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

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Standards for Professional Learning

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

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

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Resources

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http://www.learningforward.org/standfor/definition.cfm

Policy Points
http://www.learningforward.org/news/policypoints/policypoints4-09.pdf

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Becoming a Learning School
https://www.learningforwardstore.org/mm5/merchant.mvc?Session_ID=27732f5c7928f0c5a9e00d18d4b420d8&Store_Code=The_Learning_Forward_Store&Screen=PROD&Product_Code=B423

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Learning Forward Three-Month Trial Membership Application

For a free three-month Comprehensive Membership in Learning Forward.

THE FOLLOWING ARE FREE FOR THREE MONTHS:

- Bimonthly magazine JSD – the authority on professional learning
- Monthly newsletters that focus on your role and responsibilities
- Comprehensive web site
- Information about the Annual Conference, which is called the "best of the best" by attendees year after year
- Information about Learning Forward's Summer Conference for Teacher Leaders and the Administrators Who Support Them
- Special conference and institute announcements
- And much more!

A Community of Learning Educators

Learning Forward is a nonprofit, international association of learning educators focused on increasing student achievement through more effective professional development. Learning Forward's community of educational leaders is committed to professional learning that is standards-based, sustained, job-embedded, practical, and linked directly to student achievement.

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Questions? Contact our Business Office at 800-727-7288 or office@learningforward.org

Visit www.learningforward.org for more information.

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Free Three-Month Trial Membership Application

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(PLEASE PRINT – ALL FIELDS REQUIRED)

NAME _____ POSITION / TITLE _____

SCHOOL NAME / ORGANIZATION _____

PREFERRED MAILING ADDRESS STREET ☐ HOME ☐ WORK _____

CITY _____ STATE / PROVINCE _____ ZIP / POSTAL CODE _____ COUNTRY _____

TELEPHONE _____ FAX _____

E-MAIL (to be used for delivery of *Connect, The Leading Teacher*, and other communication from Learning Forward). _____

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