Standards Leading Professional Learning

[Presenter]

[Organization]

[Date]

Participant Outcomes

- Participants will:
  - Increase knowledge on the need for High Quality Effective Professional Development
  - Increase clarity of what High Quality Effective Professional Development looks like
  - Increase awareness of the role and importance of leadership in improving student learning and High Quality Effective Professional Development
  - Increase knowledge of National Staff Development Council's Staff Development Standards
  - Expand resources available to assist with planning, implementing and evaluating High Quality Effective Professional Development

Sample Agenda

12:30 p.m.

- Need for Effective Professional Development
- Vision for Effective Professional Development

1:30 p.m.

- Leading Effective Professional Development

2:00 p.m.

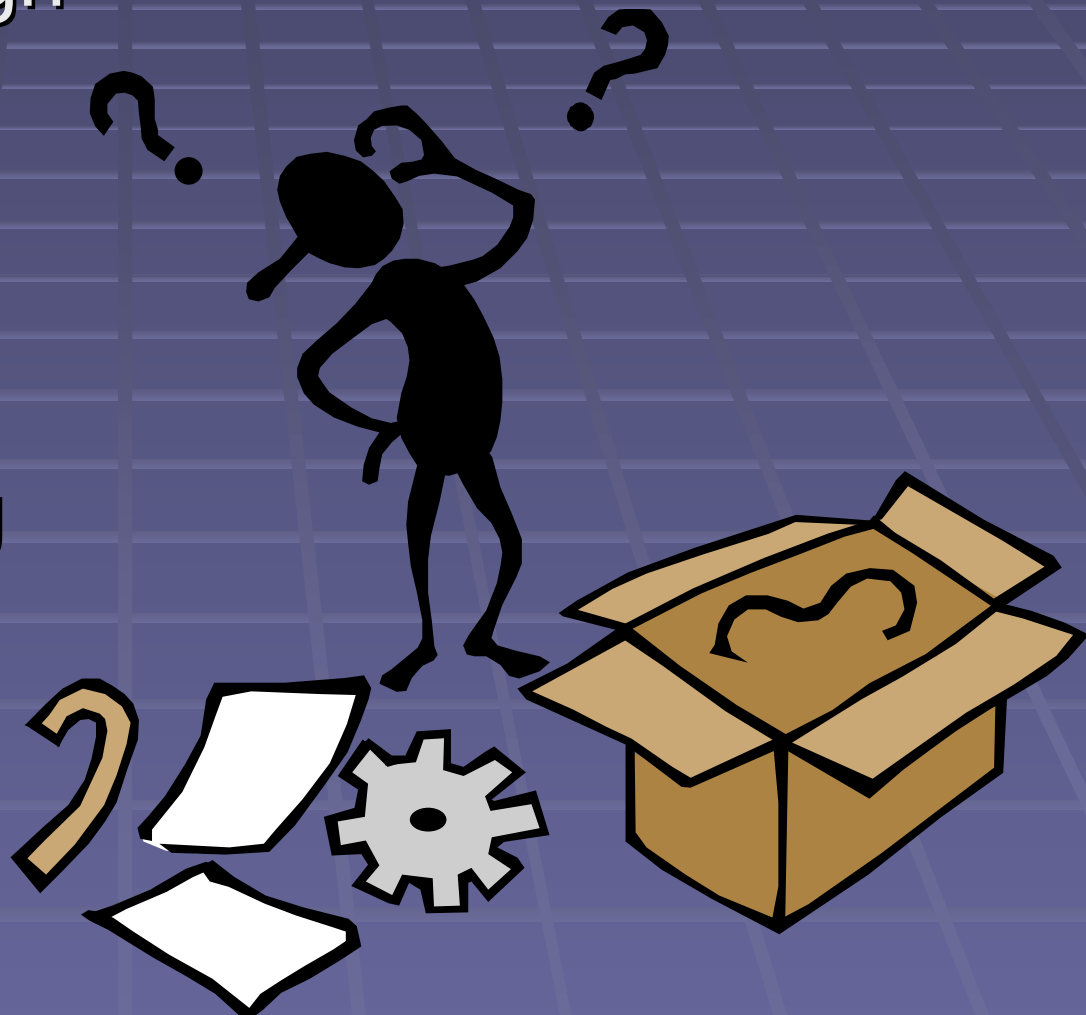
- Break
- Standards for Professional Development

3:30 p.m.

- Break
- Planning for Professional Development
- Evaluation

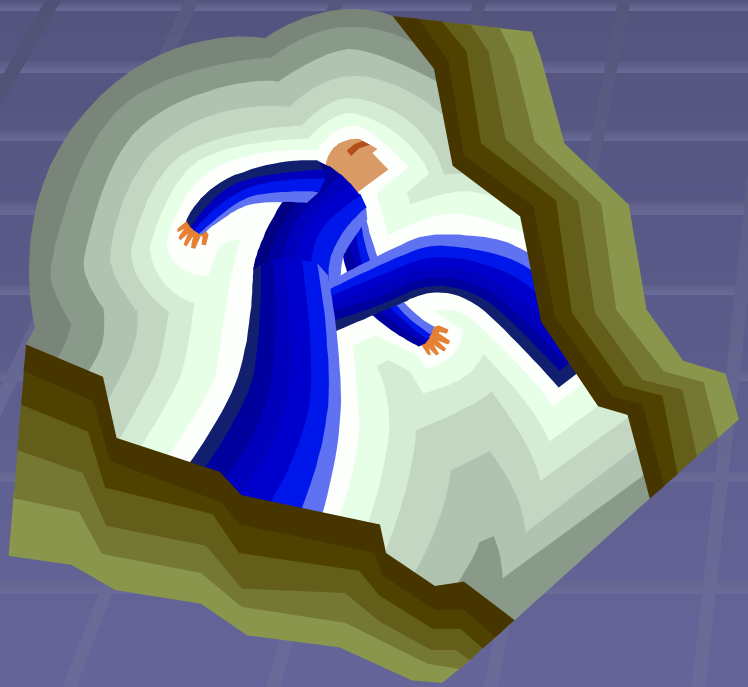
Need
for Effective Professional Development

- Lessons from High Performing Schools
- High Quality Teachers and Student Learning



High Performance by Design

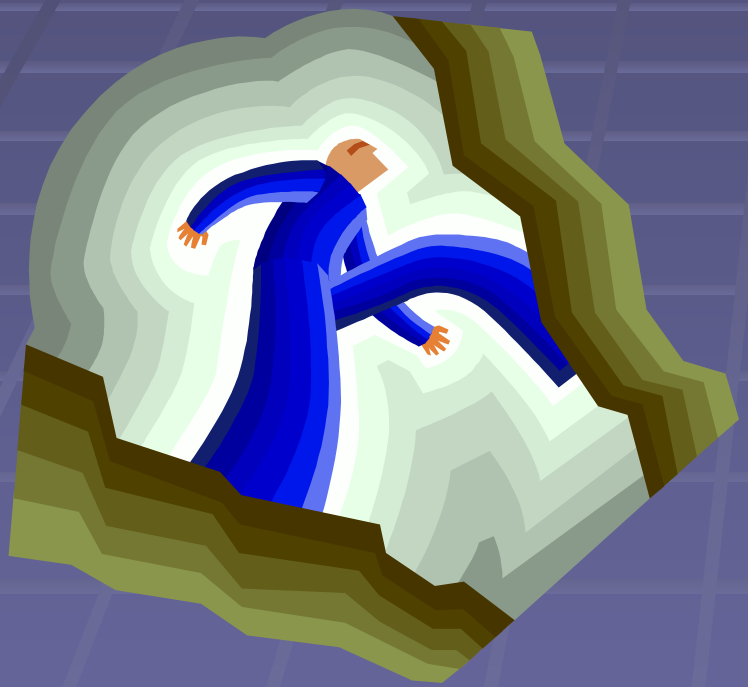
Nine Characteristics of High Performing Schools



- Clear and shared focus
- High standards and expectations for all students
- Effective school leadership
- High levels of collaboration and communication
- Curriculum, instruction and assessment aligned with standards

High Performance by Design

Nine Characteristics of High Performing Schools



- Frequent monitoring of learning and teaching
- Focused professional development
- Supportive learning environment
- High levels of family and community involvement

High Performance By Design

<u>High Performing vs. Low Performing Schools</u>

A major difference between high performing schools and those that are not is

- high performers spend their time ***creating systems to support increased student achievement***
- while low performers spend their time solving day-to-day problems.

High Quality Teachers and Student Learning

Why Professional Development?

- The quality of the teacher is a powerful predictor of student achievement.
- To change classroom practices positively, deep professional learning is required.
- Research supporting the impact of high quality professional development has resulted in policy changes.

Focus on Professional Development

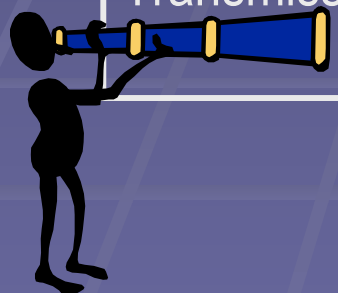
- Research clearly indicates that high quality effective professional development is necessary to improving educator effectiveness.
- Quality expectations have changed
- Content expectations have changed
- Shift in paradigm

Vision
for Effective Professional Development

- Paradigm Shift Influenced by
  - Results-driven
  - Systems Thinking
  - Constructivism
- New Vision of Professional Development

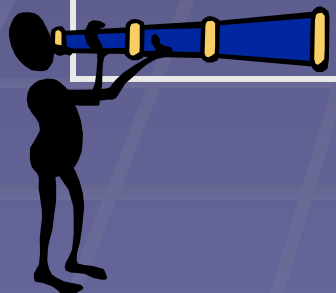
New Vision of Professional Development

FROM	TO
Individual Development	Individual and Organizational Development
Fragmented, piecemeal efforts	Clear, coherent strategic planning
District-focused	School-focused
Focus on adult needs and satisfaction	Focus on student needs, learning outcomes, changes in on-the-job behavior
Training conducted away from the job	Job-embedded learning
Transmission of knowledge and skills	Study of teaching and learning by teams of teachers



New Vision of Professional Development

FROM	TO
Generic instructional skills	Combination of generic and content-specific skills
Staff developers as trainers	Staff developers as facilitators, planners, and consultants
Staff development as the purpose of one department	Everyone functions as a staff developer
Teacher as primary recipient	Everyone who affects students as the primary recipient
Staff development as a frill	Staff development as indispensable process for student achievement



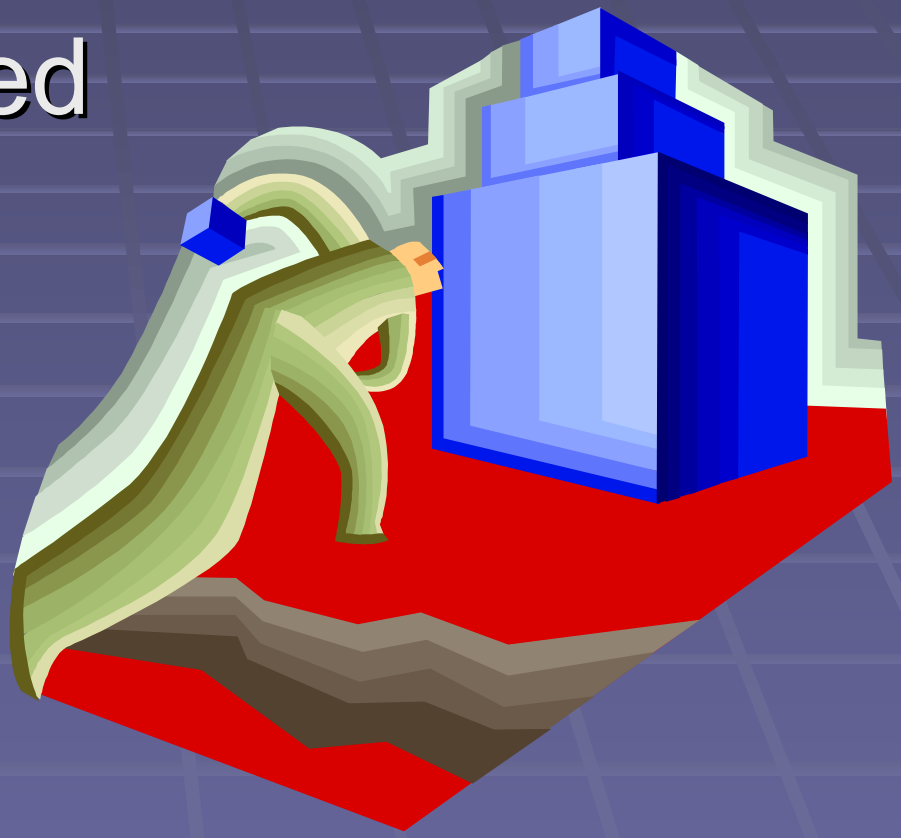
Vision
for Effective Professional Development

- Staff Development as you have known it, is ***extinct***.

So… what does high-quality effective professional development look like?

High Quality Effective Professional Development

- Results-driven
- Standards-based
- Job-embedded



High Quality Effective Professional Development

Results-driven

Begin with the end in mind.

Stephen Covey

High Quality Effective Professional Development

- Results-driven education for students…

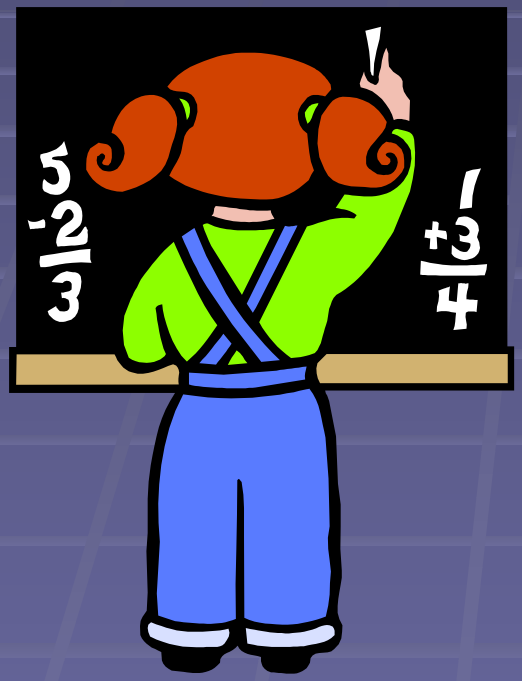
requires results-driven professional development for adults.

High Quality Effective Professional Development

- Results-driven
  - What do students need to know and be able to do?
  - What do educators need to know and be able to do to ensure student success?
  - What professional development will ensure educators acquire the necessary knowledge, skills, and behaviors?

High Quality Effective Professional Development

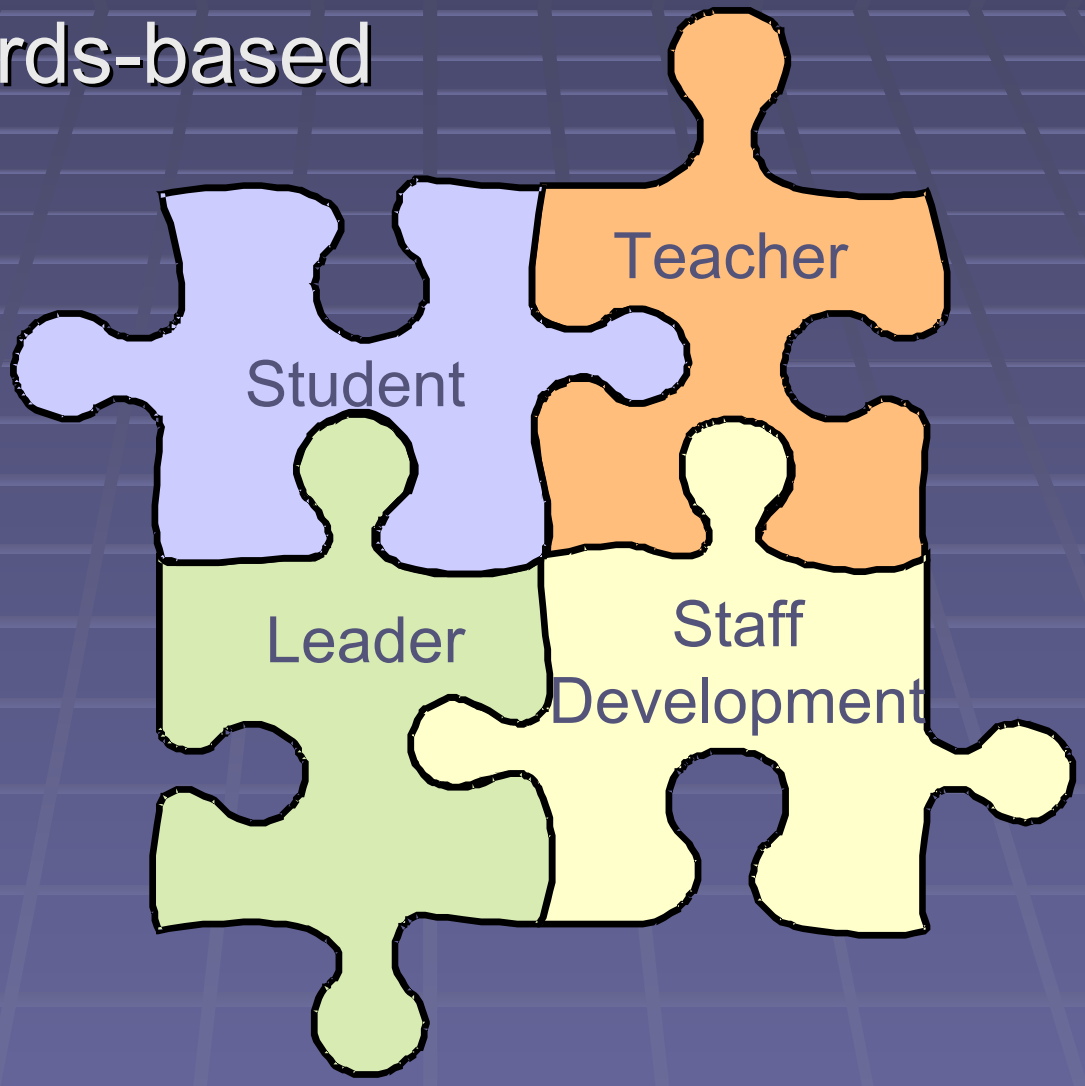
- Activity-driven
  - What did you do?



- Results-driven
  - Did it make a difference?

High Quality Effective Professional Development

- Standards-based



High Quality Effective Professional Development

- Job-embedded
  - During work day at the work site
  - Supports collaborative team learning
  - Includes all teachers all the time

Activity: *Important Things*

- Individually
  - List three or four *important things* about the new vision of professional development.
  - Select the *most important thing* to you about the new vision of professional development and explain why you feel it is the most important.
- With a Partner
  - Share what your *most important thing* is with your partner.
  - Discuss how this *most important thing* will guide your vision of professional development.
  - Discuss how other *important things* will support your vision.

Leading
Effective Professional Development

- Leadership as Learning
- Learning Communities
- Leading the Process

Leading for Learning

- What is leadership?
  - Learning together toward a shared purpose or aim.
  - Reciprocal purposeful learning in a community.
  - The cumulative process of learning through which we achieve the purposes of the school.
    - Lambert, Linda (2003). Leadership capacity for lasting school improvement. Alexandria, VA: ASCD.

Leading for Learning

- At school everyone's job is to learn.
  - All children can learn and all adults can learn.
- Everyone has the right, responsibility and capability to be a leader.
- The adult learning environment is the most critical factor to evoking acts of leadership.
- Adults need opportunities to learn, participate in and practice increasingly skillful acts of leadership.

Learning Communities

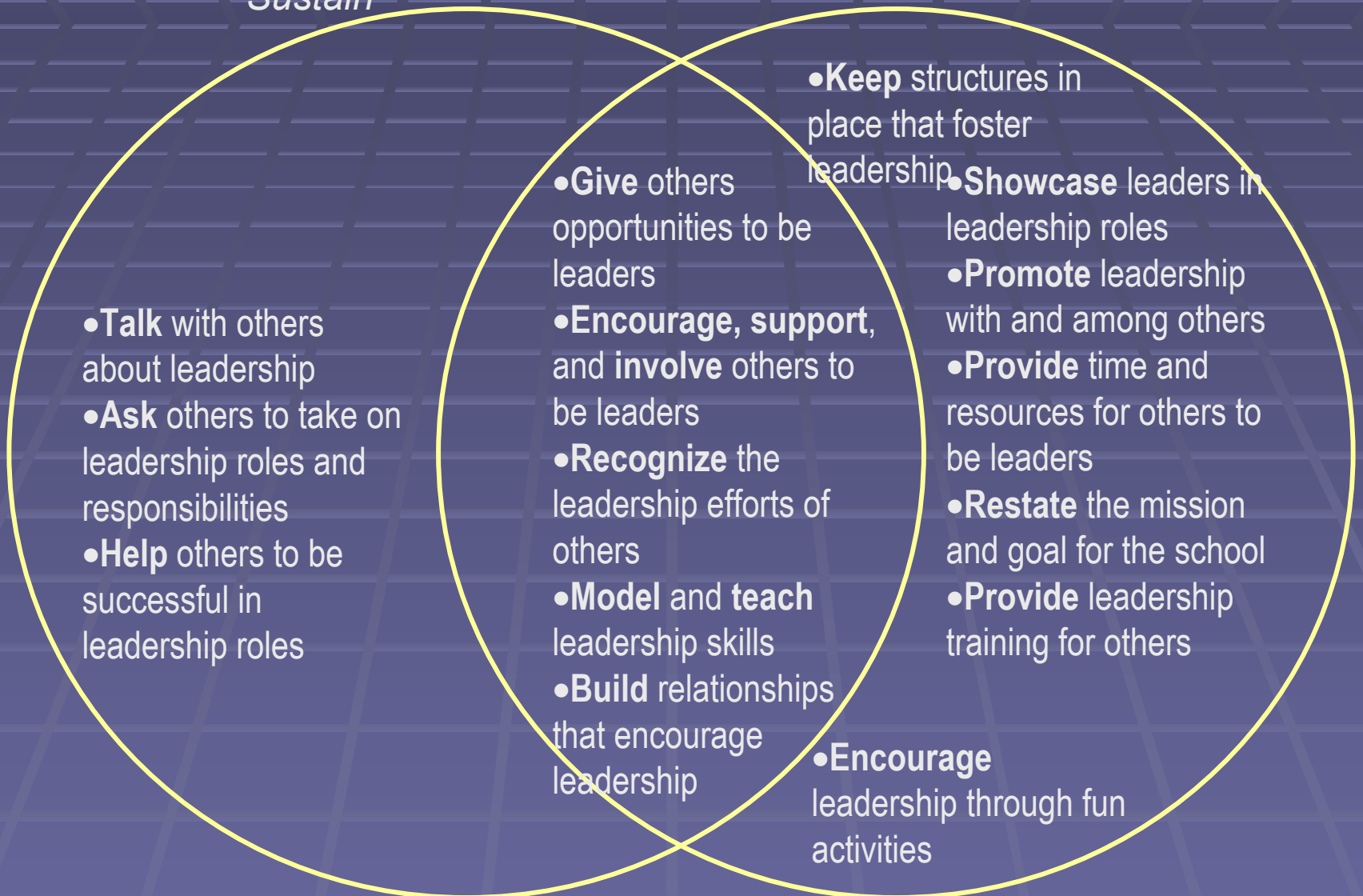
- Characteristics of Professional Learning Communities
  - Shared mission, vision and values
  - Collective inquiry
  - Collaborative teams
  - Action orientation and experimentation
  - Continuous improvement
  - Results orientation

Leading the Process

- Roles & Responsibilities
  - Facilitate Meetings
  - Recorder (Keep group history)
  - Set the agenda
  - Prepare for meetings
- Decision Making Processes
  - Command
  - Consultation
  - Consensus
  - Vote
- Authority of decisions
- Participation of stakeholders
- Communication with stakeholders

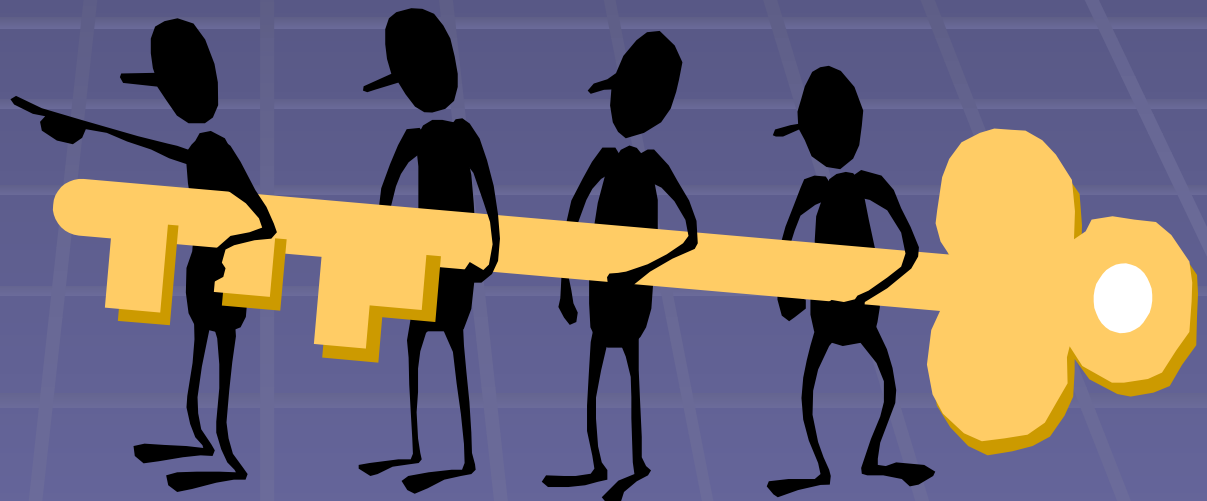
How Principals Build and Sustain Leadership Capacity

Build
Sustain



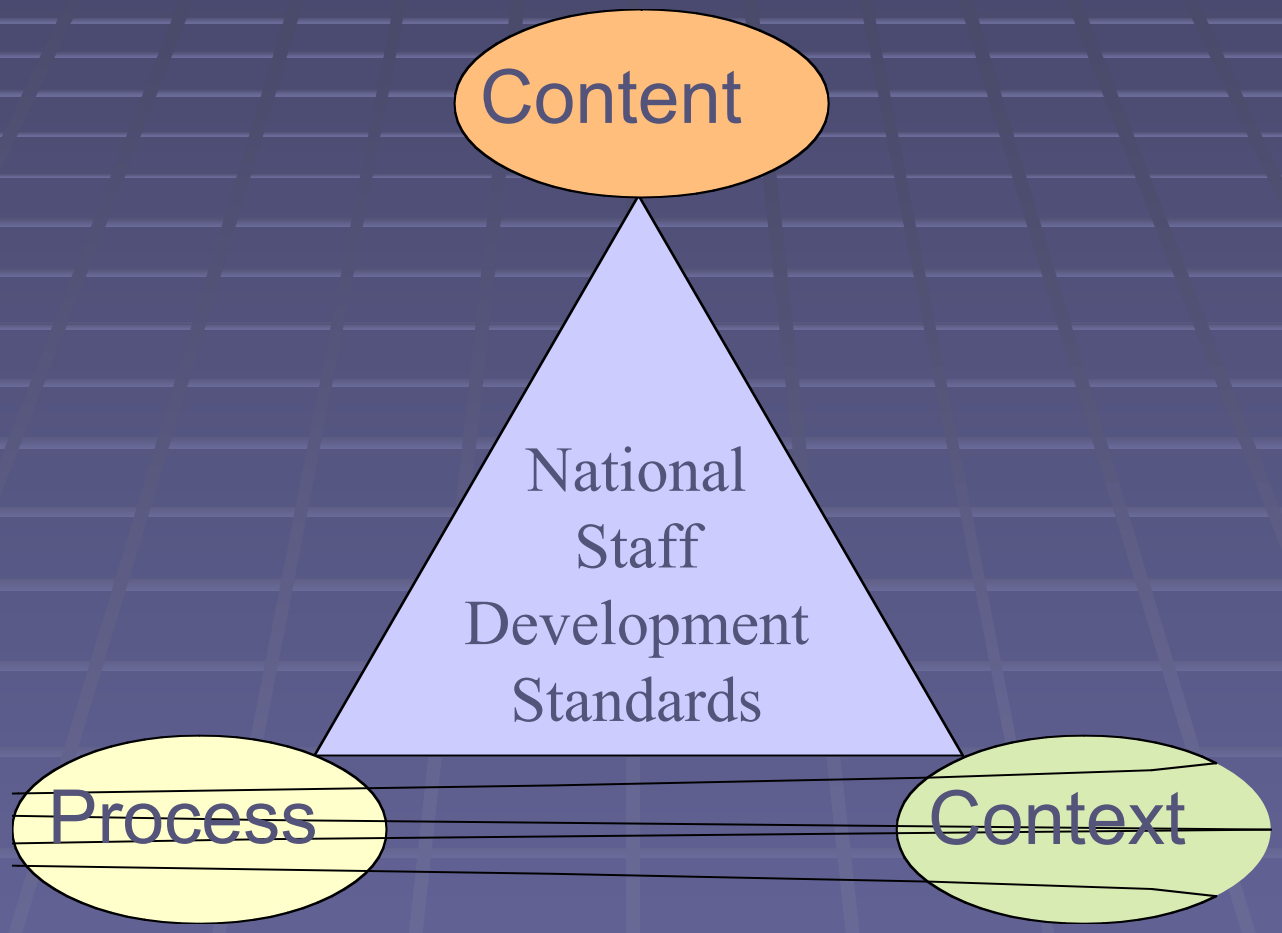
Activity: *Find the Key*

- Reflect on the following
  - Key ideas?
  - Key insights?
  - Key questions?
  - Key actions?



Standards

for Effective Professional Development



NSDC Standards for Staff Development

- Context Standards

Place a good person in a bad system and the system will win every time.

NSDC Standards for Staff Development

Context

Staff development that improves the learning of all students

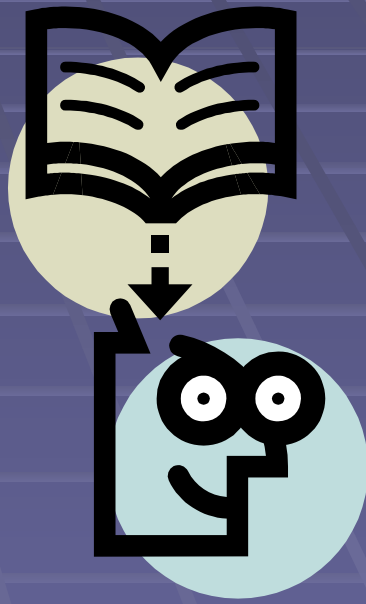
- **Learning Communities:**
  - organizes adults into learning communities whose goals are aligned with those of the school district.
- **Leadership:**
  - requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources:**
  - resources to support adult learning and collaboration.

NSDC Standards for Staff Development

- **Focus on Context-Resources**
  - Identify financial support
  - Identify non-financial supports needed
    - Organization policies
    - Resources
    - Protection from intrusions
    - Openness to experimentation and alleviation of fears
    - Collegial support
    - Higher-level administrator leadership and support
    - Recognition of success
    - Provision of time

Activity: *You Are the Expert*

- You are the expert in your unique context. Consider what expert tips you would share about your context.
  - What are the unique qualities of your professional development context?
  - What contextual challenges might be expected?
  - Given these qualities and challenges, what actions might members of the learning community take to lead for success?



NSDC Standards for Staff Development

- Process Standards

Training without follow-up is educational malpractice!

NSDC Standards for Staff Development

Process

Staff development that improves the learning of all students

- **Data-Driven**
  - uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation**
  - uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based**
  - prepares educators to apply research to decision making.

NSDC Standards for Staff Development

Process

Staff development that improves the learning of all students

- **Design**
  - uses learning strategies appropriate to the intended goal.
- **Learning**
  - applies knowledge about human learning and change.
- **Collaboration**
  - provides educators with the knowledge and skills to collaborate.

NSDC Standards for Staff Development

- **Focus on Process-Design**
  - How do you know what to include in your design?
    - Professional Development Models
      - Training
      - Observation/Assessment
      - Involvement in a Development/Improvement Process
      - Study Group
      - Inquiry/Action Research
      - Individually Guided Activities
      - Mentoring/Coaching

NSDC Standards for Staff Development

- **Focus on Process-Design**
  - How do you know what to include in your design?
    - Levels of Professional Development
      - Awareness
      - Exploration
      - Implementation
      - Adoption
      - Institutionalization

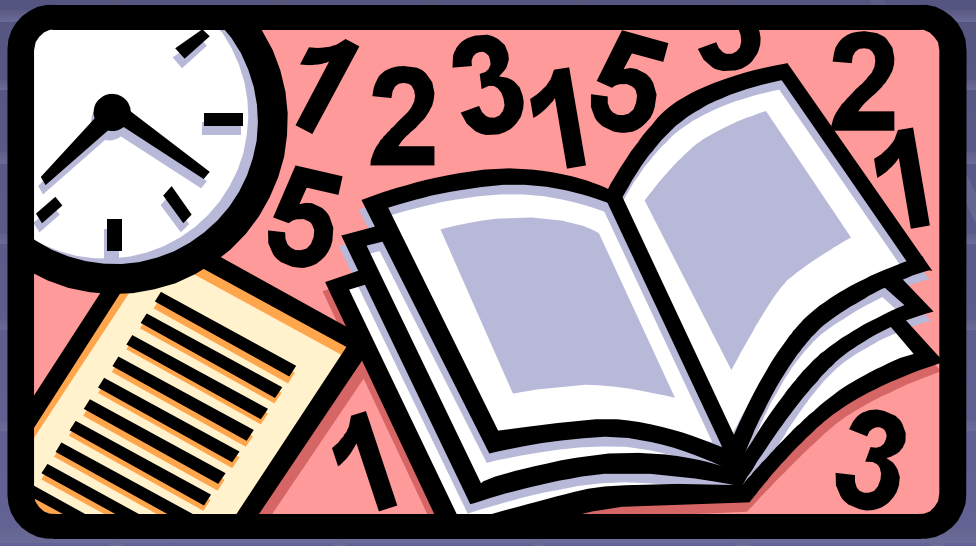
Activity: *No dogs, No ponies*

- No dog & pony shows!! There is a moratorium on workshops, but professional development must continue. What will you do?
  - Identify the professional development goal
  - List how you will accomplish the goal without workshops.

NSDC Standards for Staff Development

- Content

Not all content is created equal!



NSDC Standards for Staff Development

Content

Staff development that improves the learning of all students

- **Equity**
  - prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.
- **Quality Teaching**
  - deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement**
  - provides educators with knowledge and skills to involve families and other stakeholders appropriately.

NSDC Standards for Staff Development

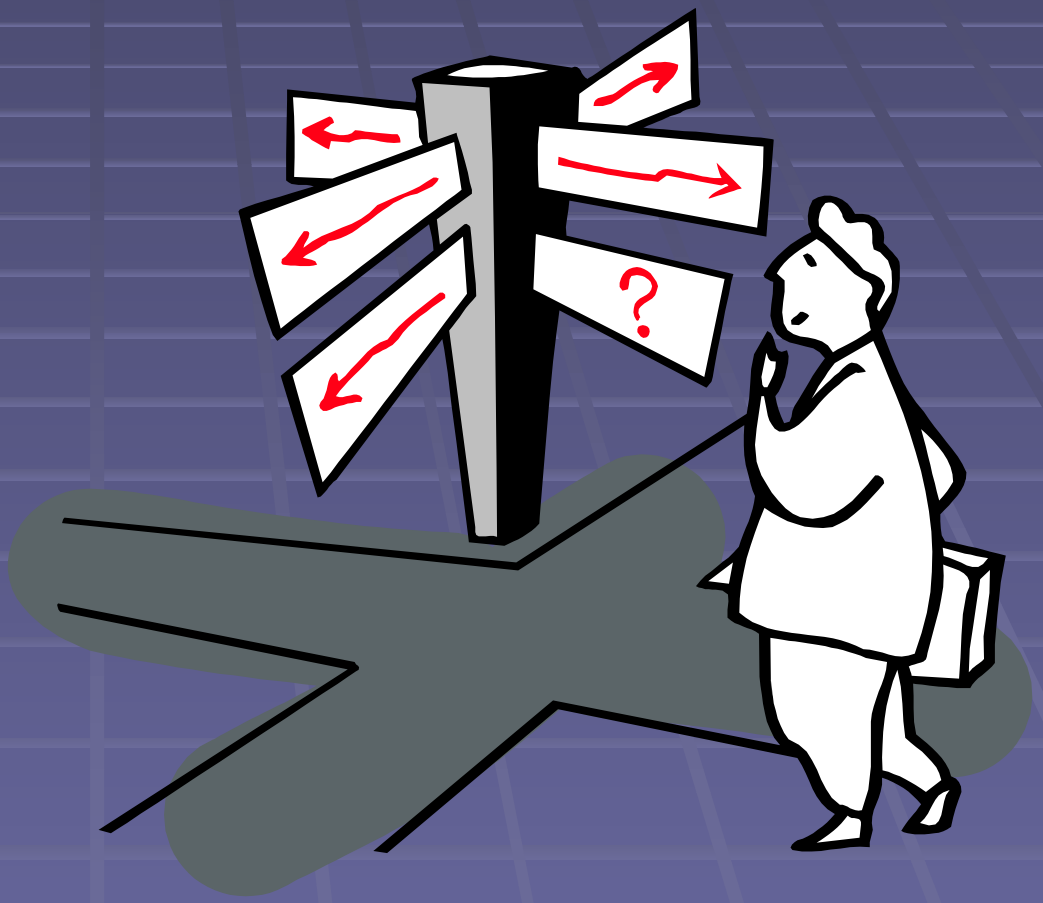
- Focus on Content-Equity
- Structure of NSDC Staff Development Standards
  - Standard, Rationale, Case Study, Discussion Questions, Next Steps, References
- Read NSDC Staff Development Standards, *Equity*, pages 30-31

NSDC Standards for Staff Development

- Focus on Content-Equity
- Consider the following statements. Do you strongly disagree, disagree, agree or strongly agree?
  - In this school/district educators learn how to create school wide practices that convey respect for students their families, and students cultural backgrounds.
  - In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.
  - In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.

Activity: *Looking for A Sign*

- The staff development standards are like a sign post–how will they influence the path we choose?
- Create a sign that illustrates how you will use the staff development standards.



Planning

for Effective Professional Development

- An Eight-Step Plan
- Next Steps
- Resources

Professional Development Planning

- Eight Step Plan
  - Step 1: Form Planning Team
  - Step 2: Identify Needs
  - Step 3: Set Goals
  - Step 4: Strategic Design
  - Step 5: Identify Resources and Supports
  - Step 6: Establish Accountability System
  - Step 7: Communicate Plan
  - Step 8: Manage for Continuous Improvement

Activity: *Next Steps*

- Training follow-up
- Individual next steps
- Team next steps

Professional Development Resources

- Arizona's Professional Development Planning Guide
- PDLA Training
- State & Federal Resources
  - **Arizona Department of Education** www.ade.state.az.us
  - Training and event calendar www.ade.state.az.us/onlineregistration/calendar/RenderCalendar.asp
  - Professional Development Leadership Academy www.ade.state.az.us/ess/pdla
  - **U S. Department of Education** www.ed.gov
  - No Child Left Behind www.nclb.gov

Professional Development Resources

- Associations/Organizations
  - **National Staff Development Council**
    www.nsdc.org
  - **Association for Supervision and Curriculum Development**
    www.ascd.org
  - **Arizona Education Association**
    www.arizonaea.org
  - **National Education Association**
    www.nea.org
  - **Council of Chief State School Officers**
    http://ccsso.org

Professional Development Resources

- Publications
  - *Arizona Education Association. (2003).* Professional development to improve teaching practice and student learning: Position paper. *www.arizonaea.org/frame.html.*
  - *National Staff Development Council.* Journal of staff development. *Oxford, OH: NSDC.*
  - *Association for Supervision and Curriculum Development.* Educational leadership. *Alexandria, VA: ASCD.*
  - *Guskey, T. R. (2000).* Evaluating professional development. *Thousand Oaks, CA: Corwin Press.*
  - *Hassel, E. (1999).* Professional development: Learning from the best. *Oak Brook, FL: North Central Regional Educational Laboratory.*

Professional Development Resources

- Publications
  - *Joyce, B., & Showers, B. (1988).* Student achievement through staff development. *White Plains, NY: Longman.*
  - *Killion, J. (1999).* What works in the middle: Results-based staff development. *Oxford, OH: National Staff Development Council.* www.nsdc.org.
  - *Killion, J. (2002).* Assessing impact: Evaluating staff development. *Oxford, OH: National Staff Development Council.*
  - *National Staff Development Council. (2001).* Standards for staff development. *Oxford, OH: NSDC.* www.nsdc.org/educatorindex.htm
  - *Sparks, D. (2003).* Designing powerful professional development for teachers and principals. *Oxford, OH: National Staff Development Council.* www.nsdc.org.

Professional Development Resources

- Websites
  - **Arizona K-12 Center**
    www.azk12.nau.edu
  - **Knowledge Loom**
    http://knowledgeloom.org
  - **National Board for Professional Teaching Standards**
    www.nbpts.org
  - **National Foundation for the Improvement of Education**
    www.nfie.org

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Presentation Credits

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NSDC Standards section based on presentation developed by Pat Roy.

Roy, P. (2003 June). NSDC staff development standards. Presentation at Second Annual Arizona Professional Development Leadership Academy Summit, Flagstaff, AZ.