Toward the Effective Teaching of College- and Career-Ready Standards
Making Professional Learning Systemic
NECESSARY DEPARTURES

- Student Learning
- Teaching
- Teacher Learning
- School Organization
- Systems
NECESSARY LINKAGES

- Student Learning
- Teaching
- Teacher Learning
- School Organization
- Systems
FROM FRAGMENTATION TO COHERENCE

 Prevailing practice—fragmentation

• Educators receive mixed signals about best practice

• Educators experience PD as discrete “events”
  – Undifferentiated
  – Unaligned with strategic priorities
  – Unaligned with human capital management policies
The Impact of the Common Core on Teacher Evaluation: Making the Connections

College and Career Readiness Standards

Translation to Curriculum

Curriculum Materials

Change in Instructional Practice

Assessment of Learning (summative)

Educator Evaluation

Universal Design for Learning

Ongoing Training

Feedback Loops

Opportunity to teach and learn

Provision of targeted, job-embedded, and sustained professional development.
WHAT WE’RE ASKING TEACHERS TO DO IS DIFFICULT

- People won’t do what they can’t envision,
- People can’t do what they don’t understand,
- People can’t do well what isn’t practiced,
- But practice without feedback results in little change, and
- Work without collaboration is not sustaining.

Ergo: Our job, as professionals, at its core, is to help teachers envision, understand, practice, receive feedback, and collaborate.

NEED FOR THE IMPLEMENTATION OF NEW LEARNING DESIGNS AT SCALE

• Such as...
  – Task analysis
  – Collaborative planning
  – Co-teaching
  – Lesson study
  – Instructional rounds
  – Records of practice
  – Blended learning

– Video analysis
– Facilitated learning communities (across grades and disciplines)
– Elbow coaching
– Collaborative coaching
– Gallery teaching
SIEZE THE MOMENT!

The move to new College- and Career-Ready Standards offers an opportunity to build system coherence around bringing effective professional learning designs to all teachers and instructional support providers.
BUILDING A SYSTEM TO SUPPORT AND SUSTAIN CHANGE
CREATING COHERENCE: STANDARDS SETTING

Teaching Standards

Standards for Professional Learning

College- and Career-Ready Standards
RESOURCES


CREATING COHERENCE: DISSEMINATING EFFECTIVE MODELS

• Develop, pilot, and disseminate research-based professional learning models
  – Examples:
    • Sample school schedules that allow time for learning, practice, feedback, and ongoing collaboration
    • Guidance and case studies on implementing effective PLCs
    • Professional learning models using task analysis or video records of practice focused on elements of the CCRS
Making the Connection to Professional Development

Data collection mechanism to determine teacher growth & PD effectiveness

- Measure of Instruction Practice
- Measure of Professional Responsibilities

Evaluation Results

Identification of Professional Development Needs
- Review of student growth and teacher performance results
- Prioritization of needs

Provision of targeted, job embedded professional learning opportunities

Provision of Professional Learning
CREATING COHERENCE: PROMOTING COLLABORATION

- Create opportunities for collective learning across districts
  - Examples:
    - Leadership Networks in Kentucky
    - Focus technical assistance activities to foster sharing of information and materials on effective professional learning
CREATING COHERENCE:
GUIDING/MONITORING LEA PLANS

- Enhance existing compliance structures to focus on job-embedded professional learning for CCRS
  - Examples:
    - District or school strategic improvement plans
    - LEA Equity Plans
    - School professional development calendars
CREATING COHERENCE: ALIGNING HUMAN CAPITAL SYSTEMS

- Are the professional development requirements in your state for re-licensure, additional compensation, successful evaluation, and career advancement … Well-aligned? … Well-articulated?

If not, how can they become better aligned and articulated?
QUESTIONS?