Translation: Embed PD for 21st Century Teachers into Your Master Schedule
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Goals of this workshop:

- Examine the characteristics of effective PD
- Share our school’s PD journey - the good and the challenges
- Create a sample framework to model the foundational steps of embedded PD
What do you think good PD should look like?
1. Let’s start with the article - “Effective Teacher Professional Development.” Find the article in your folder.

2. Read & highlight ideas that stand out to you.
First Turn Last Turn Protocol

• Review your highlights from “Effective Teacher Professional Development.”

• As a table group, follow the “First Last Turn Protocol”
  • First speaker (initiator) shares a highlighted item but DOES NOT elaborate.
  • Groups members comment on what the first person shared in round robin format.
  • The initiator, who gets the Last Turn, shares their thinking on the highlighted item
  • Repeat for each member of the group
Effective Professional Development

• Is content focused
• Incorporates active learning utilizing adult learning theory
• Supports collaboration, typically in job-embedded contexts
• Uses models and modeling of effective practice
• Provides coaching and expert support
• Offers opportunities for feedback and reflection
• Is of sustained duration

Source: https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report
Factors for Success

**Structural Conditions**
- Time to Meet and Talk
- Physical Proximity
- Interdependent Teaching Roles
- Communication Structures
- Teacher Empowerment and School Autonomy

**Social & Human Resources**
- Openness to Improvement
- Trust and Respect
- Cognitive and Skill Base
- Supportive Leadership
- Socialization

Factors for Our Success

**People**
- PLCs or CLTs need common planning (Master Schedule)
- Administrative expectation - non-negotiable
- Teacher agency
- Growth-mindset
- Adaptability

**Dedicated Space**
- Comfortable
- Private
- Need wifi, presentation station, headphones, mice, mobile devices
Steps to Implementing Embedded PD

1. Look at current PD practices & school climate
2. Collaborate to create clear goals for your school’s professional development
3. Develop framework (master schedule and PD calendar) & scope and sequence
4. Consistently request feedback, reflect and refine processes
5. Build support structures for empowered teachers
Look at current PD practices & school climate.
Our PD Journey

- Seven years ago - Tech Tuesdays, Lunch & Learns, before/after school trainings, Digital Learning Day
- CLT foot race
- Rotation Stations within faculty meetings
- BOY 3-day PD county-wide “events”
Analytics from EOY 15/16 Survey

Overall, what grade would you give for the quality of the professional development sessions that you attended this year?

GAFE (Google) Tools

Technology & Instruction Integration

Strong Interest
What They Said...

I would like to have training in smaller groups.

More practical PD (tips/apps/etc that can be IMMEDIATELY used/tried in class)

As we do in the classroom, I think we need to differentiate our PD in order to meet the needs of all teachers.

Have PD through CLT rather than whole staff.

Make the professional development ongoing throughout the year focusing on developing an idea in-depth rather than just skimming the surface.

more group activities, more hands on, no lecturing

Keep tech workshops limited to one topic presented slowly.
Help teachers grow to meet the needs of 21st century learners by providing embedded PD that support local initiatives and enhances classroom practices.
What does PD look like now, in your school?
MANAGING COMPLEX CHANGE

Vision
Skills
Incentives
Resources
Action Plan

CHANGE

Vision
Skills
Incentives
Resources
Action Plan

CONFUSION

Vision
Skills
Incentives
Resources
Action Plan

ANXIETY

Vision
Skills
Incentives
Resources
Action Plan

GRADUAL CHANGE

Vision
Skills
Incentives
Resources
Action Plan

FRUSTRATION

Vision
Skills
Incentives
Resources
Action Plan

FALSE STARTS

(Ambrose 1987)
Collaborate to create clear goals for school’s PD
Necessity is the Mother of Invention

• EOY Faculty Survey feedback
  • PD too scattered
  • PD not effective
  • PD rushed
  • PD not helpful

• Teachers asked for
  • Technology help
  • PD in CLTS for networking
  • Blended teaching/learning support (on & off-line content)
  • Differentiated PD
Address the Fear Factor

• Loss of control
• Stressed
• Insecurity
• Looking stupid
• No time
• Change
What does good PD look like?

**CONTEXT**
- Administrative buy-in
- Collective agreement that change is needed
- A shared belief that learning is a communal activity

**CONTENT**
- Deepen subject knowledge
- Sharpen teaching skills
- Keep up with educational developments
- Increase ability to monitor student achievement

**PROCESS**
- Research-based
- REACT
  - Relating
  - Experiencing
  - Applying
  - Cooperating
  - Transferring
- Takes place over time
- Provides time and a safe place to learn

● What opportunities for growth do you see within your current PD plan?
● Why?
● What are some goals to include in your PD plan?
Develop framework, scope and sequence
PLAN

PLAN

PLAN

Then make errors

Breathe

REplan

REplan

REplan

Repeat
● Master Schedule (yours or ours)
● Look for common planning times
● Chart it out
• Year calendar (yours or ours)
• Mark up first semester
• Look for open days
Scope & Sequence Growth

1. Cloud Computing
   - Google Apps for Education

2. Collaboration
   - Creativity
   - Critical Thinking
   - Communication

3. CLT Year-long goals
   - Semester goals
   - Personalized Learning
   - Formative Assessment and Data-driven instructional Decisions
● Scope & Sequence - Brainstorming Time!
QUESTIONS
TY 4 UR ♥!