Building High Quality Professional Learning Systems in Support of English Learners

CABE 2019

March 20, 2019
Presentation Resources

Handout

[handout url]

Poll Everywhere

Respond at PollEv.com/barbaram674 (case sensitive)

OR

Text the message “BARBARAM674” to the phone number “22333” to join the poll and respond via text message
Reflection Poll

Think about the best professional learning experience you have had and the features of the experience that made it so positive.

What do you need from professional learning experiences in order to have meaningful professional growth?

Enter your response in Poll Everywhere and then turn to a partner and share your thoughts.
Who’s in the room?

• What is your familiarity with the state’s Quality Professional Learning Standards?

• What role do you have at your organization?
Quickwrite: Take 2 minutes to describe the professional learning system in which you participate or oversee. Consider the following:

• How are activities determined?
• What is the structure?
• How is it resourced (funds, time, materials)?
• What content is the focus?
• Who is involved?
Definition: Helps educators master discrete content or instructional strategies.
Definition: Professional learning (PL) is a product of both externally provided and job-embedded activities that increase teachers’ knowledge and change their instructional practice in ways that support student learning.
Quality Professional Learning Standards (QPLS)

Characteristics of PL that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations:

- Rooted in student and educator needs demonstrated through data
- Focused on content and pedagogy
- Designed to ensure equitable outcomes
- Designed and structured to be ongoing, intensive, and embedded in practice
- Collaborative with an emphasis on shared accountability
- Supported by adequate resources
- Coherent and aligned with other standards, policies, and programs
QPLS Table Jigsaw

1. Organize into groups of 7
2. Count off 1–7
3. Pick up the handout on the table that corresponds to your number.
4. Scan and then read your handout. (5 min)

5. “Expert” share out: Each person shares a summary of the standard he/she reviewed and a brief response with the table group. (2 min per person)

6. Share out, whole group: What did you find interesting about the standards?
Professional Learning (PL)

- Coherence and Alignment
- Professional Development
- Content and Pedagogy
- Self-reflection
- On-going, intensive, and embedded
- Resources
- Data used to determine student and educator needs
- On-the-job-practice
- Collaborative with Shared Accountability
- Equity
- Peer support
QPLS and Your Professional Learning

• Compare the features of your best PL experience that you typed into Poll Everywhere.

• How well do the features of your best PL experience line up with the QPLS?
  - Data
  - Content and Pedagogy
  - Equity
  - Design and Structure
  - Collaboration and Shared Accountability
  - Resources
  - Alignment and Coherence

• Share your findings with a neighbor. (2 min)
The PL System influences and is influenced by several elements.

An effective PL System can have a positive impact on these elements.
Action Plan: QPLS Reflection

Quickwrite: Take 2 minutes to reflect on what you have learned about the QPLS. Consider:

- How does the QPLS compare to your PL system?
- Which QPLS are represented well in your PL system?
- Which QPLS do you wish was stronger in your PL system?
PL System Review

• Companion Tool for the QPLS
• Supports educators to collaboratively engage in careful study and analysis about whether they are implementing PL that is based upon sound research, strategies, and practices.
PL System Review: Data

**Implementation Notes:** For each indicator, provide notes about the evidence for or obstacles to the implementation of that indicator.

**Implementation Levels:** For each indicator, determine level of implementation:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/Underdeveloped</td>
<td>No observable or documented evidence</td>
</tr>
<tr>
<td>1/Initiating</td>
<td>Preliminary discussions; planning stage</td>
</tr>
<tr>
<td>2/Developing</td>
<td>Early and/or small-scale implementation</td>
</tr>
<tr>
<td>3/Implementing</td>
<td>Full implementation</td>
</tr>
<tr>
<td>4/Integrating</td>
<td>Strategic effort, including integration into one or more systems</td>
</tr>
</tbody>
</table>
PL Stories Panel

Gayle Nadler  
Executive Director  
Multicultural Learning Center

Theresa Blanchard  
District Instructional Specialist  
Sanger Unified School District
Quickwrite: Take 2 minutes to reflect on what you heard from the panel. Consider:

• How do the PL systems described by the panel compare to your PL system?

• What did you hear the panelists discuss that resonated with you?

• Did the panel mention any strategies or resources that would be useful for your PL system? If so, what were they?
Brainstorming Session

• Think about a QPLS that you find particular challenging to implement. Find a table labeled with that standard. (3 min)

• In table groups, introduce yourselves then discuss the obstacles you face in implementing the standard.

• Record themes on the chart paper. (15 minutes)
World Café: 3 Rotations

• **Purpose:** Consider ideas for addressing obstacles.

• **Move to a different table with a different standard:**
  - Go to a standard for which you have ideas for implementation
  OR
  - Go to a standard that is challenging for your PL system

• **In your new table group (7 min):**
  - Check off obstacles from the previous group that you share
  - Add to the list of obstacles if there are others experienced in your PL system
  - Discuss and record possible ideas for addressing these obstacles. Record these on sticky notes and affix to the obstacle.
Return Home

• After 3 rotations, return to your original table group.
• Review the marks, additions, and ideas for addressing obstacles.
• Discuss whether ideas can support your PL system in implementing the QPLS. (7 min)
• Share out, whole group
Action Plan: World Café Reflection

Quickwrite: Take 2 minutes to reflect on the World Café activity. Consider:

• What did you discover completing this activity?

• Were there any resources, tools, or strategies you heard about that you plan to research after the conference?
Elevator Speech

• Elevator Speech: brief, 20–30 second persuasive speech that you use to spark interest and action.

• Write an elevator speech you can use to spark interest in a desired change you would like to see in your organization based on the QPLS

• Include:
  1. Brief summary of one or more QPLS you’d like to see strengthened in your PL system
  2. Why implementing the QPLS is important.
  3. An idea you have for implementing the change you’d like to see.

• Share out
Reflection and Feedback

Polls
• What is your most important takeaway after participating in this presentation?
• How can we improve this presentation in the future?

Action Plan: Taking Action
• Quickwrite: Take 2 minutes to write about one step you will take to improve your PL system when you get back to your site.
Resources

• QPLS
• QPLS Companion Tool: PL System Review
• Title II, Part A Resources and Guidance
• Title II, Part A LCAP Addendum Criteria & Guidance
• Multicultural Learning Center
• Sanger Learns ELD Website
Educator Excellence and Equity Communications

CDE Professional Learning Web Page
https://www.cde.ca.gov/pd/

Professional Learning News Listserv
To join, send a blank e-mail message to join-professional-learning-news@mlist.cde.ca.gov

Professional Learning News Twitter
@CaProfLearn

Learn about Collaboration in Common at http://tiny.cc/CiC
Contact

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