Transforming PD Shifts

Gallery Walk
OWNERSHIP

From Centrally Mandated
Leadership primarily chooses the focus areas for educator learning and works alone or with external organizations to design and facilitate PD.

To Educator Driven
Educators choose the focus areas for their learning and recognized educators primarily design and facilitate PD.
Your Defense of Learning will be tied to a **Problem of Practice** that articulates a felt need - something getting in your way of realizing your school/district’s larger vision for students. A problem of practice should be actionable, highly motivating for you to solve, directly tied to your role, and ultimately anchored to improving learning for students. Some examples of problems of practice include:

- **How might I leverage competency-based instruction and assessment practices to better meet the needs of my diverse special needs learners?**

- **How might I shift away from a “one size fits all” subject-specific curriculum toward an interdisciplinary, competency-based learning design that is developmentally appropriate for my second graders?**

- **How might I foster greater ownership of learning in my students so that they have the skills and dispositions needed to maximize competency-based, personalized learning opportunities?**
OWNERSHIP

Example from the Learn Next course on The Performance Assessment Cycle

PLCs engage in structured protocols to gather feedback from colleagues, strengthen their practice, align curriculum vertically or horizontally, collaboratively assess student work, and better support their learners. These protocols have clear steps, defined roles, and time allocations. Using protocols allows educators to collaborate more efficiently, effectively, and deeply than they might be able in a less-structured conversation.
<table>
<thead>
<tr>
<th>PERSONALIZATION</th>
<th>From One Size Fits All</th>
<th>To Personalized</th>
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<tbody>
<tr>
<td>PD is designed as a whole group experience, where all educators experience the same content in the same ways.</td>
<td>PD is highly personalized, allowing educators to engage at their level of readiness and shape their learning pathway.</td>
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**PERSONALIZATION**

Example from a Learn Next learning progression
PERSONALIZATION

Example from a Learn Next playlist
ACTIVE LEARNING

From Sit and Get
PD is passive, based primarily on whole group information sharing or lecture with little time for collaboration and application.

To Learn By Doing
PD is active, inviting educators to engage in dynamic collaboration and positioning educators to immediately apply their learning through relevant practice.
ACTIVE LEARNING

Example from the Learn Next course on Competency Frameworks
ACTIVE LEARNING

Example from the Learn Next course on Share Your Learning

What is meaningful student work?

Pick an example of beautiful student work. You can find something either from your teaching practice or from Expeditionary Learning’s Models of Excellence or High Tech High’s project archive. What strikes you about the work? Why is this work worth sharing, and how does it reflect Deeper Learning? What process might have led to that piece of student work? What might the student have learned about themselves through the process of creating that work?
### OVER TIME

<table>
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<th>From One and Done</th>
<th>To A Learning Arc</th>
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<td>PD is typically designed and experienced as discrete, isolated experiences with few connections between them.</td>
<td>PD is designed with clear long-term goals in mind, enabling educators to increasingly develop knowledge and skills over extended periods of time.</td>
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OVER TIME

Example from 2Rev's work in DC public schools
OVER TIME

Example from 2Rev and SNHU's new M.Ed
Example reflection from a grad student monitoring shifts in her thinking over time

**“I used to think…..”**

- That one version of a lesson would be a good fit for all students in the class.
- Learning units, regardless of scope or depth would take the same amount of time.
- That if assignments are late they are less valuable.
- If assignments are not submitted, then a zero would be recorded.
- Formative work should count in their overall grade.
- If students struggled—even productively, it was a reflection of my inability to teach.

**Establishing a safe classroom community is a priority.**

- I’ve always wanted to try new things.
- I have always wanted students to be curious, collaborative citizens and neighbors.
- I enjoy creative assessments.

**Now I know...**

- Adjusting the pace, format and medium so that the prerequisite skills are mastered by all students is necessary.
- Learning and growth does not occur to meet time table or in order to check a box.
- Students should use feedback in order to craft their best work. There shouldn’t be rigid expectation of when mastery should be obtained.
- Formative work is just that, if students do not submit that work, that is their choice. They may not need to or desire to.
- Productive struggle is extremely healthy for students and often indicates that as a teacher I have provided a challenging meaningful activity.
Hypothetical
PD is experienced as something separate from educators' core responsibilities and activities and is at best indirectly tied to student learning outcomes.

To Job Embedded
PD is closely intertwined with educators' core responsibilities and activities, with a primary focus on improving practices that directly increase student learning.
What opportunities do students in my school or district currently have to share their learning? How might I build on those opportunities?

Analyze what sharing learning looks like in your local context by doing an audit of your school or district. Consider the following questions:

- What structures at your school or district allow students to share their learning (i.e., open house, back to school night, science fair, talent show, or extracurriculars)?
- Do students have opportunities to share learning or just share work? How much are students publicly reflecting on their process and growth as a learner at these events?
- Do all students have opportunities to share learning? Which students are excluded?
- Where do you see opportunities to introduce, expand, or deepen Share Your Learning practices in your school or district?
- How might Share Your Learning practices support Deeper Learning in your school or district?
I had thought I was on the right path by interweaving learning with real-world application with a new unit that ties demography, visual graphics skills and geography together. Using a series of Google Class assignments, students migrated through independent formative assignments that visited demography and geography while requiring students to create graphs and charts for individual countries as well as a comparative diagram. These led to a culminating summative presentation which students had the freedom of choosing the mode. I now know I missed a few key elements required of true CBE classrooms. I did not conduct conferences and the freedom to choose a mode of presentation was not the level of student control required of CBE classrooms. I should have presented competencies, to begin with, held a collaborative discussion regarding how we might as a class accomplish our goals and then meet with individuals to review their understanding of the project and their path toward completion and evidence of learning.
COLLABORATION

From Isolated

The extent to which educators learn and grow is primarily based on individual teachers who prepare lessons, teach students, and monitor student progress largely in isolation from other professionals.

To Collaborative

Educators frequently and meaningfully engage with one another and with mentors/experts. This collaboration can take the form of PLCs, mentorships, coplanning/coteaching, and shared action research, etc.
How could co-designing help me meet my instructional goals?

Think of a learning experience or unit you recently designed. How might it look different if you co-designed it with either a colleague or with a student? Share 3 to 5 descriptors.

Post your thoughts in the text box below, then help us build a collaborative community by responding to at least one other person’s post!

The learning experience changes when you collaborate with others on the design. The simple act of co-designing with a student opens up the potential for greater learner agency and engagement, while co-designing with colleague creates bridges between different classroom practices and disciplines. When co-designing is most fruitful and productive, it can unlock new possibilities for learning.
COLLABORATION

Example reflection from a grad student based on colleague feedback

"YOU COULD ADD MORE CULTURAL VARIETY TO YOUR PRESENTATIONS AND WORD PROBLEMS TO HAVE AN EVEN MORE INCLUSIVE ENVIRONMENT."

WE HAVE A SMALL LAOTIAN POPULATION AT NEWMARKET, BUT WE ARE PREDOMINATELY WHITE. I FEEL THAT STUDENTS SHOULD BE AWARE NOT ONLY OF CULTURAL AND ETHNIC DIFFERENCES, BUT ALSO SENSITIVE OF SOCIO-ECONOMIC DIVERSITY. I WILL HAVE TO THINK OF BETTER WAYS TO INCORPORATE THESE CONCEPTS INTO MY CLASSROOM. THIS IS NOT SOMETHING THAT I NECESSARILY THINK ABOUT WHEN PLANNING, SO THE FEEDBACK IS HELPFUL.
From Emphasis on Content
Content knowledge is the primary focus of professional learning, and content is communicated through traditional learning processes like whole group lectures and presentations.

To Emphasis on Process, Mindset, *and* Content
How educators learn is just as important as what they learn. Educators engage in dynamic learning while developing key knowledge and skills. Essential mindsets are deliberately cultivated.
PROCESS

Examples from 2Rev’s “Rethink PD” micro-grantees

PODCASTS FOR EDUCATORS!
Northern Kentucky Cooperative for Educational Services, Cold Spring, KY
If you gave an educator a mic, what would they share? This regional PD provider is using an innovative podcasting format to elevate excellence and share learning in a dispersed rural school network.

DE-SILOING TEACHING
Prior Lake-Savage Area Schools, Prior Lake, MN
What happens when you open up classroom doors to other teachers? This suburban district is using instructional rounds, micro-credentials, and presentations of learning to drive and assess teacher learning.

HARNESSING TEACHER COLLABORATION
Clarksville-Montgomery County School System, Clarksville, TN
Teachers don’t always get many opportunities to learn from each other. This medium-sized district is supporting professional learning through collaborative innovation cycles.

STARTING WITH STUDENT FEEDBACK
Center for Strengthening the Teaching Profession, Olympia, WA
If you want to assess an educator’s strengths and growth areas, why not ask students? This state professional learning provider is surveying students to learn what capacities their teachers need to build, then providing targeted supports to help educators develop those skills.

COMPETENCY-BASED COLLEGE PREP
Gwendolyn Brooks College Preparatory Academy, Chicago, IL
Competencies are designed to prepare students for college, career, and life. This Chicago magnet is transitioning to Competency-Based Education through a teacher-led PD model.
### MINDSET

Example educator skills and dispositions competencies from the new 2Rev and SNHU M.Ed

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<td><strong>LEARNING ORIENTATION</strong></td>
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<td>Educators will demonstrate a commitment to lifelong learning in an effort to foster the highest levels of learning for all students.</td>
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<td><strong>EDUCATOR AGENCY</strong></td>
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<td>Educators will demonstrate and model a growth mindset, actively seeking out feedback to improve performance and leveraging challenges and setbacks as opportunities for learning.</td>
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<td><strong>EQUITY ORIENTATION</strong></td>
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<td>Educators will demonstrate a belief in and dedication to all learners, actively contribute to an inclusive learning environment, and take actions to disrupt inequitable systems and historical forms of oppression.</td>
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<td><strong>PROFESSIONAL COLLABORATION</strong></td>
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<td>Educators will actively and skillfully collaborate with others, upholding professional norms and playing a variety of roles in support of collective goals.</td>
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<td><strong>CHAMPION CHANGE</strong></td>
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<td>Educators will apply knowledge and skills related to change management in order to embrace and advocate for transforming structures and practices in support of competency-based, learner-centered education.</td>
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