

Apply What You Know: Designing Effective Professional Development



**PREPARED BY PUBLIC IMPACT
FOR
RICHLAND COUNTY SCHOOL DISTRICT ONE**

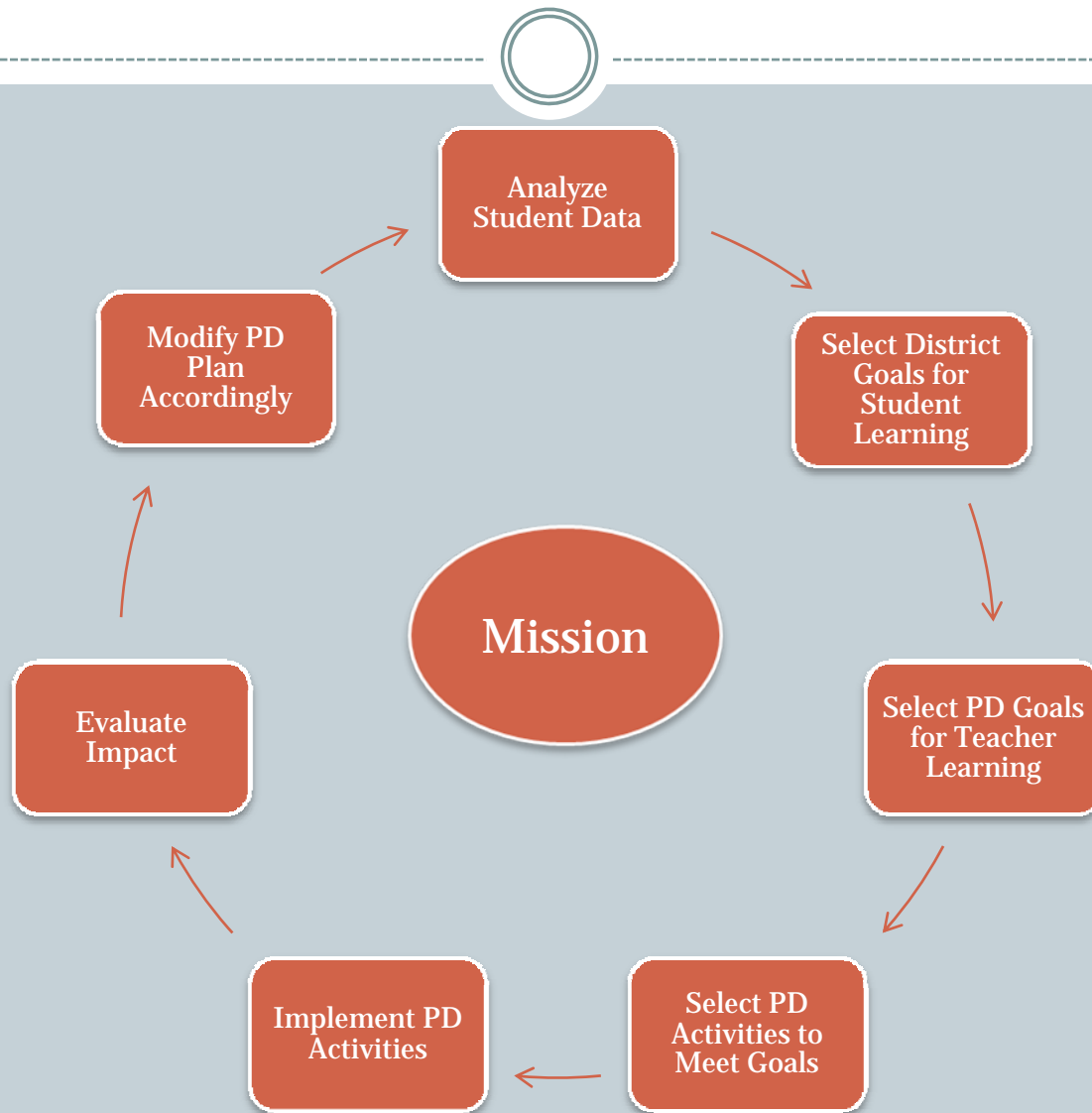
Objectives of Session



Participants in this session will:

- Review a step-by-step approach to implementing effective professional development
- Have an opportunity to apply their understanding by designing a professional development program

Managing Professional Development



Managing Professional Development



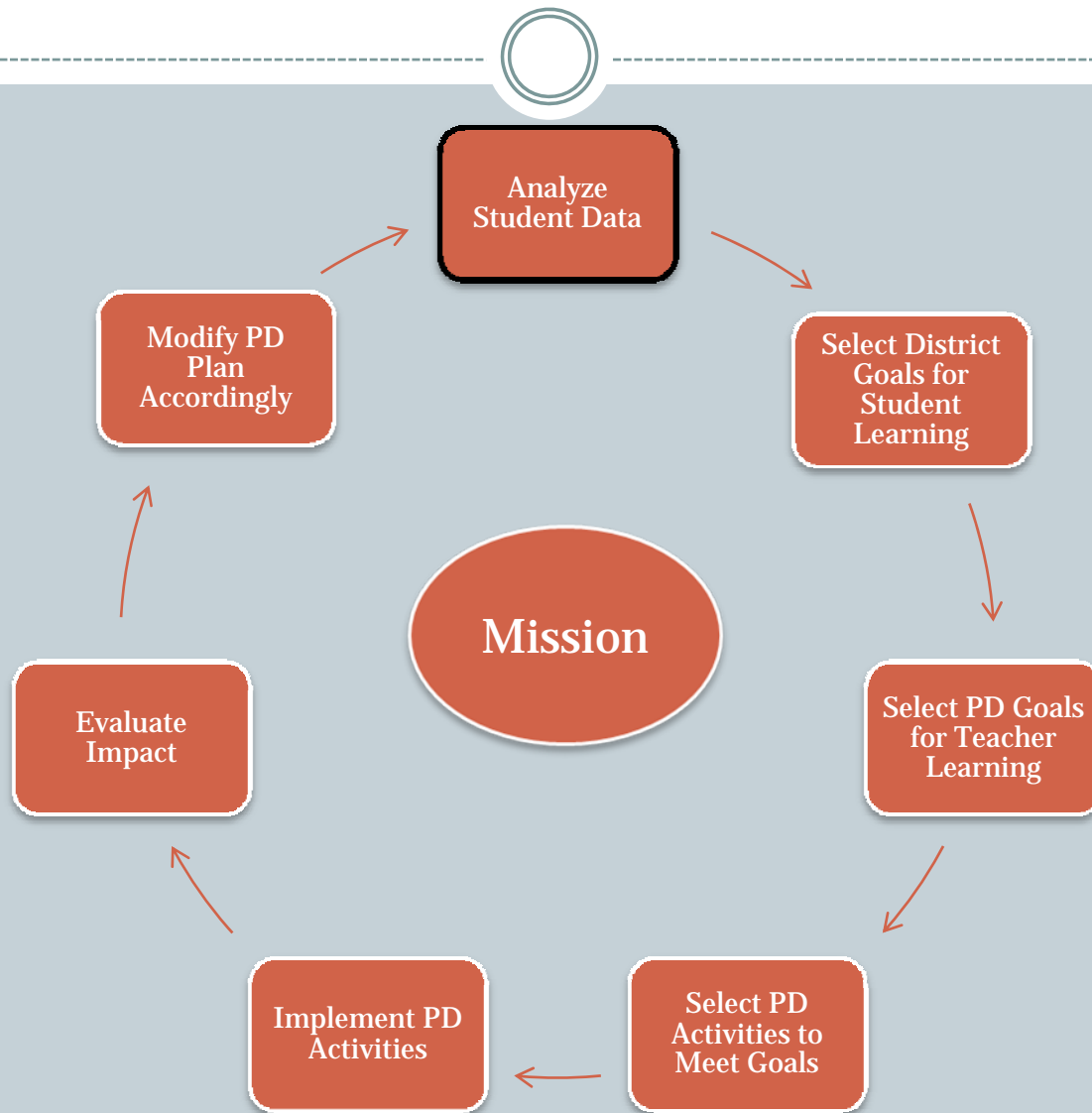
Mission



What is the mission of your organization?

“Richland One will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high quality education.”

Managing Professional Development



Analyze Student Data



Where can you find student learning data?

- State report card
- School report card
- State and district test results (item analysis)
- Interim assessment results
- Teacher and principal surveys
- May need to generate additional reports

Analyze Student Data



What do you look for when examining student data?

- Areas of very low and high proficiency
- Areas where students are not making as much learning progress as they should be
- Significant gains or drops in student proficiency between grades
- Subgroups that are significantly underperforming
- Gender differences

Analyze Student Data



How do you determine why students are performing poorly or well?

- Talk to teachers
- Conduct classroom observations
- Review student work and classroom assignments
- Test item analysis
- Additional targeted assessments to identify specific learning challenges

Analyze Student Data

Example: Significant drop in math proficiency between 4th and 5th grade

Grade	% Proficient & Advanced
3	20.1
4	30.2
5	21.4
6	27.7
7	23.6
8	13.8

Mathematics Performance 2007							
Group	Enrollment	%Below Basic	% Basic	% Proficient	%Advanced	%Proficient & Advanced (Adj)*	Performance Objective Met?
White	1,989	10.8	32.4	24.0	32.8	68.8	Yes
African American	8,524	42.1	43.9	10.2	3.9	24.3	No
Asian/Pacific Islander	57	10.6	27.7	23.4	38.3	66.0	Yes
Hispanic	244	28.5	42.1	17.8	11.7	38.3	Yes

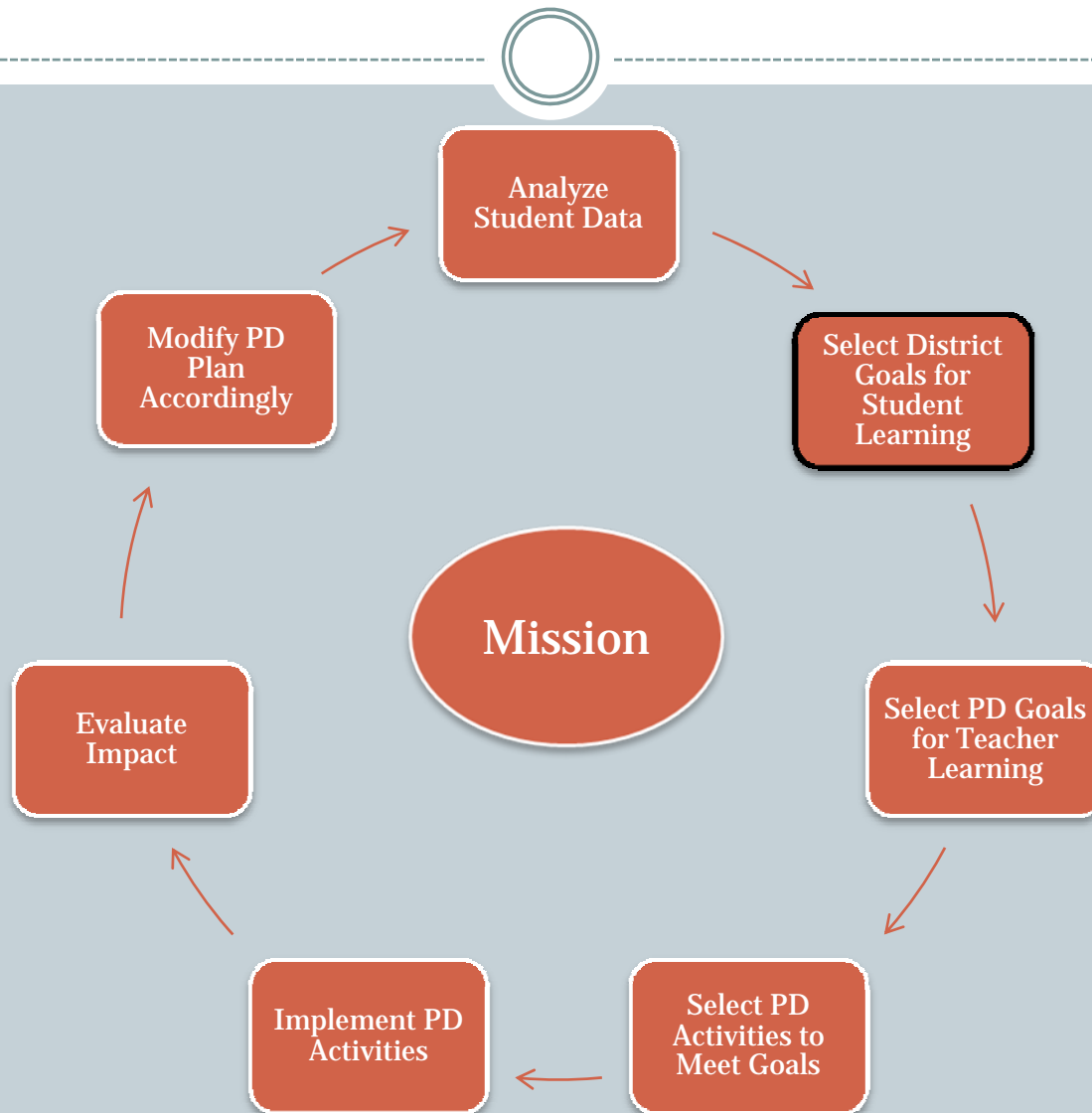
Analyze Student Data



Why did this drop occur?

- What math skills are taught in 5th grade?
- Which skills did students struggle with the most? (test item analysis)
- Do math teachers have insufficient *content* knowledge in these areas, or do they lack sufficient *pedagogical* knowledge to convey content successfully?
- Which specific teachers have particular knowledge and skill gaps? Which teachers successfully taught these skills?
- Are broader issues in the school preventing teachers from applying their knowledge?

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Select District Goals for Student Learning Improvement



What are your specific learning goals for students?

- Write SMART goal statements
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time Sensitive

Select District Goals for Student Learning Improvement



Example

At the end of the third quarter of fifth grade, 75% of all students will pass an end-of-unit test on fractions.

Managing Professional Development



Select PD Goals for Teacher Learning



What are your specific learning goals for teachers?

- Write SMART goal statements
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time Sensitive

Select PD Goals for Teacher Learning



Example

At the end of the spring semester, all fifth grade teachers will demonstrate an improved ability to teach fractions as measured by their implementation of new instructional strategies and improved student learning.

Managing Professional Development



Step 4: Select PD Activities to Meet Goals



How do you determine what activities will best meet teacher's learning needs?

- Review research on effective PD
- Familiarize yourself with National Staff Development Council standards
- Consider available resources (e.g., time, money, access to appropriate materials)
- Consider range of possible PD activities and match with needs of learners
- Other ideas?

Select PD Activities to Meet Goals

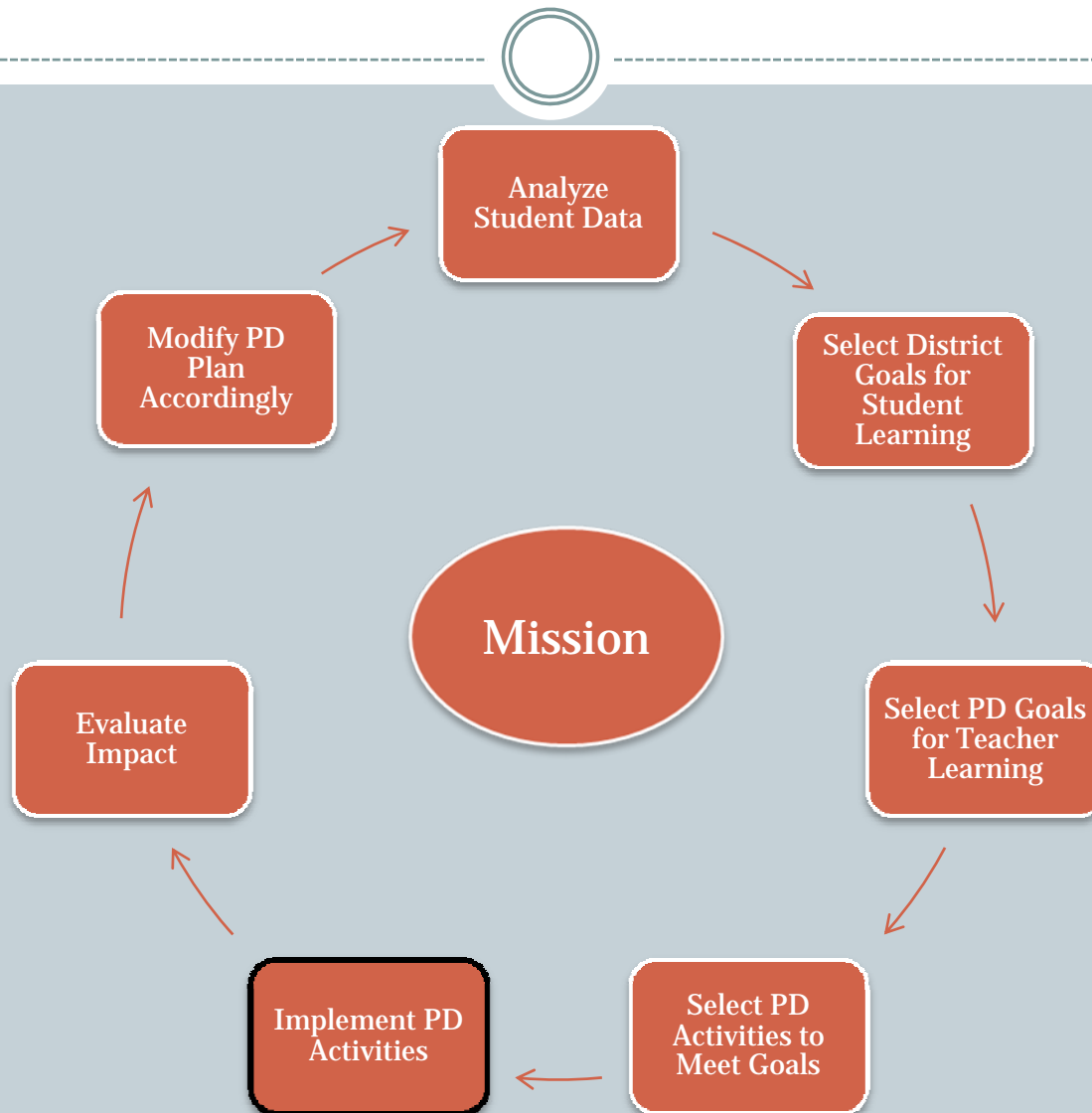


Example

In the fall, before teachers begin the fractions unit, 5th grade math teachers at each school will meet twice a month to discuss and share new curriculum materials related to fractions and design joint interim assessments to measure student progress. They will have ongoing assistance of a math instructional coach.

In the spring, teachers will observe each other teaching and meet once a week during the fractions unit to review student work and discuss ways to improve student performance.

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Implement PD Activities



How will the district support and monitor PD implementation?

- Work with principals to make sure teachers have time for activities
- Provide teachers with resources they need (e.g., research articles, video clips, instructional coaches, opportunities to observe master teachers)
- Provide PD process expertise

Implement PD Activities

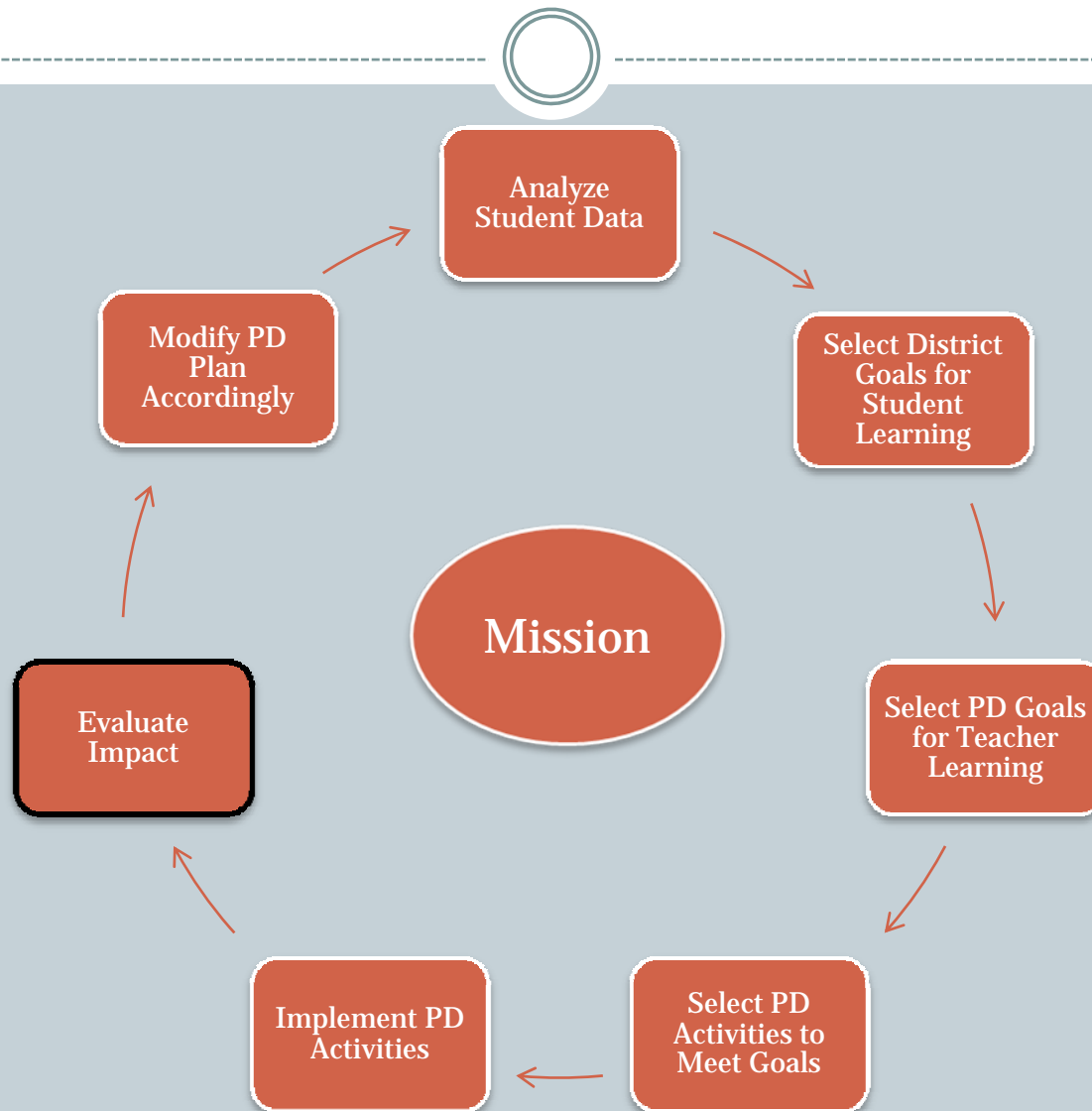


Example

In the summer, meet with principals to review schedules to make sure fifth grade teachers have common planning time to meet.

Provide lead teachers and/or principals with curriculum materials and the assistance of an instructional coach to guide implementation.

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Evaluate Impact



What was the impact of your professional development activity?

- Develop an evaluation plan that addresses what to measure, who will measure, and when to measure
- Evaluation should be *frequent* and *ongoing* as well as *summative*

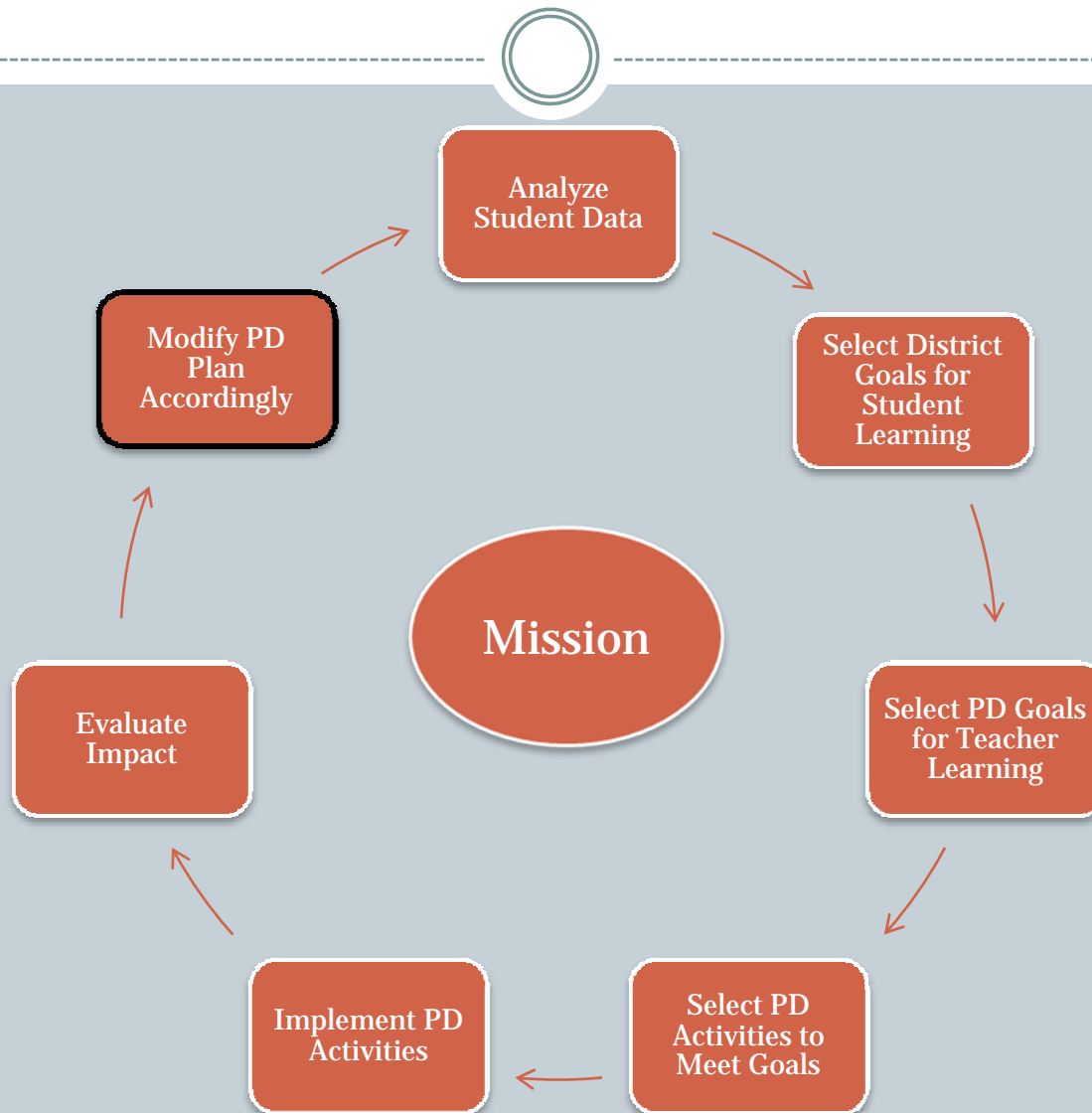
Evaluate Impact



Sample Evaluation Plan

PD Goal	Activity	Measures	Data Source	Who will develop Report?	When
Example: <i>Improve the instruction of fractions in 5th grade</i>	<i>Department study groups and examination of student work</i>	1) <i>% of students meeting objectives</i> 2) <i>Staff knowledge</i>	1) <i>Student test scores on end of unit assessment</i> 2) <i>Teacher survey, self-evaluation</i>	<i>Team leader; principal</i>	1) <i>Mid spring</i> 2) <i>Mid unit and 2 weeks following end of unit assessment</i>

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Modify Plan Accordingly

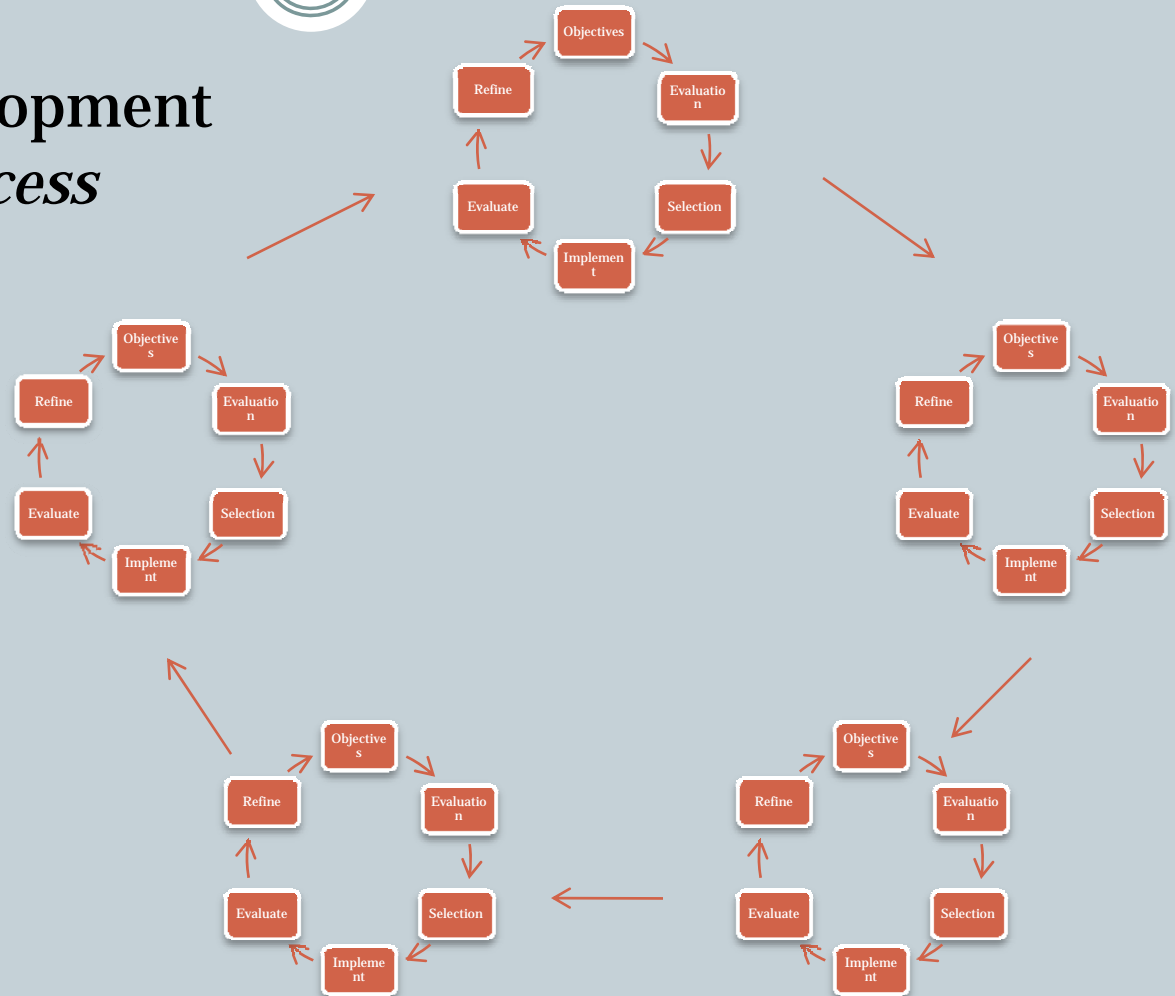


What was the impact of the PD activity? How will this change your goal?

- If the activity fails to achieve its desired result, what will you do?
- If the activity achieves its desired result, what will you do next?

Modify Plan Accordingly

Professional development
is an *ongoing process*



Applying What You Know



Student Learning Goal: Improve third grade reading proficiency of low-income students, a subgroup that has overall proficiency rate of 26% (compared to non-low-income students who score at 45%).

Resources: Third grade teachers have common planning time once a day. District has hired four literacy coaches.

In small groups:

1. Select PD goal for teacher learning
2. Select activities to meet PD goal

Reflecting on What You Know



- **What are barriers to doing this kind of PD planning and implementation in your current system?**
- **Are there parts of this process that you are already doing, or that would be easy to do?**

Additional PD Resources



Links to research summaries and how-to guidance:

- Professional Learning in the Learning Profession
http://www.srnleads.org/resources/publications/pdf/nsdc_profdev_tech_report.pdf
- Learning from the Best: A Toolkit for Schools and Districts Based on Model Professional Development Award Winners
<http://www.learningpt.org/pdfs/pd/lftb.pdf>
- Reviewing the Evidence On How Teacher Professional Development Affects Student Achievement
<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2007033>

Additional Questions



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