Digging in to the Draft Standards for Professional Learning

FASD Spring Forum
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Altamonte Springs, Florida

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Florida Association for Staff Development

Our work today is about:

- Shining the light on the draft revision to the protocol standards;

- Providing bright ideas about the proposed revisions;

- Filtering the standards through the lens of application.

Our working agreements:

- Be present;
- Be kind;
- Be involved;
- Be mindful of time for engagement activities;
- Be aware of our reconvening signal.

Why the revision?

- Our data tell us that there are still areas in which we need to improve.

- 2009 was along time ago in educational innovation years.

- We have new guidelines and mandates for our work.

- We have new information for WHAT WORKS best.

- We have an ethical obligation to be life-long learners so change is inevitable.

- What are your ideas? (4 minutes)
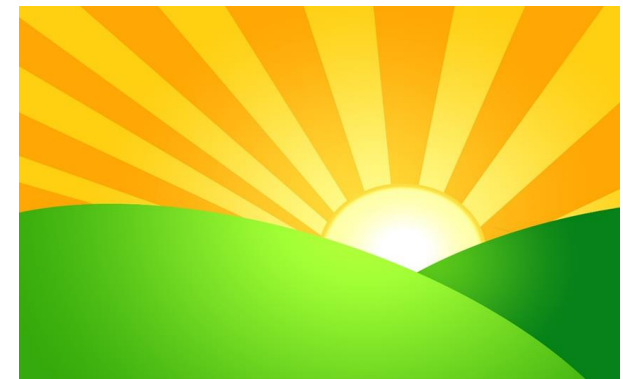
Some other considerations...

- Meet:
  - Melinda George (National Commission on Teaching and America's Future)
  - Sean McComb (2014 National Teacher of the Year)
  - Ruth Okoye (Technology Resource Teacher, VA)
  - Randi Weingarden (President, AFT)

- Listen and consider:
  - What are the implications for our work?
  - How do our existing structures promote these experiences?
  - What might our standards need to include to advance these experiences?
  - How might the "Share My Lesson" resource fit into a professional learning model?

Good Morning Sunshine

In the next 9 minutes greet your tablemates and share your thinking about:

- What are the implications for our work?
- How do our existing structures promote these experiences?
- What might our standards need to include to advance these experiences?
- How does the "Share My Lesson" resource fit into a professional learning model?
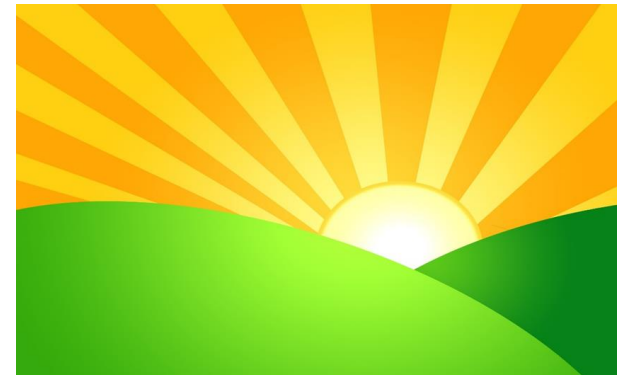
Where we are on the journey:

- From 65 standards to seven
- Maintaining the four strands
  - Planning
  - Learning
  - Implementing
  - Evaluating
- Maintaining the three levels
  - Educator
  - School
  - District
- Expanding rationale, elaboration, rubrics

Content: Strands

Planning

- 1.1 Professional Learning Needs
- 1.2 Professional Learning Plans

Learning

- 2.1 Content-focused Outcomes
- 2.2 Learning Communities
- 2.3 Learning Designs

Implementing
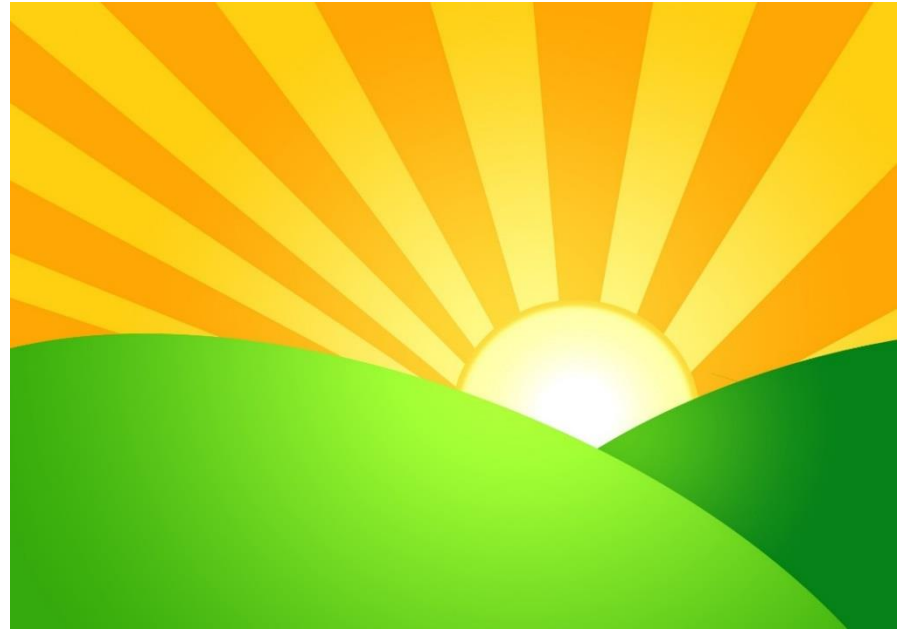
- 3.1 Implementation of Learning

Evaluating

- 4.1 Evaluating Professional Learning
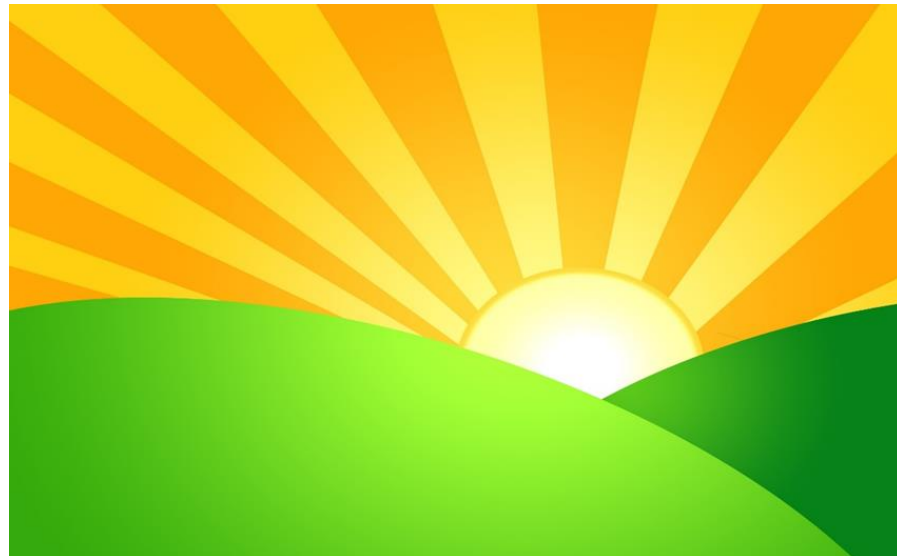
Content: Levels

- **Educator**

- **School**

- **District**

A Glimpse

Using the lavender overview sheet read the overview and draft standards.

- What links to or aligns with your conversations about the video?

- What do you anticipate will be addressed within specific standards?

Structure

Planning 1.1: Professional Learning Needs

Professional learning includes analysis of multiple sources and types of data to assess the learning needs of educators, schools, and districts.

[Learning Forward Standards Alignment: Data]

Rationale

The purpose of this standard is to focus professional learning on the needs of students, educators, schools, and districts. These needs result from a thorough disaggregation, analysis, and interpretation of multiple types and sources of data. Planning for professional learning begins with rigorous analyses of student achievement and behavior data; trends in educator practices; rigorous, relevant, and challenging curricula; and instructional strategies that support high levels of learning for all students. Change in the educators' practice that results in improved student achievement is the primary driver for educator professional learning.

Elaboration

Educator: Needs assessment includes disaggregation, analysis, and interpretation of multiple types of data from multiple sources including formative and summative student achievement and behavior data; content standards and curriculum; current educator responsibilities and performance data; previous performance data and growth plan results; the school's improvement plan; team goals; the educator's level of development and content expertise; and certification needs. The data analysis process results in identification of specific educator learning needs and occurs in consultation with a school administrator, supervisor, and/or other knowledgeable professional.

School: The school leadership team engages in a data-analysis process that includes disaggregation, analysis, and interpretation to identify educator, team, and whole school professional learning needs using multiple types of data from multiple sources including formative and summative student achievement and behavior data; content standards and curriculum; educator performance data;

Time to Explore: Pre-reading Personal Reflection

- Personal Reflection (2 minutes)
  - Given your experiences in professional learning (as a participant, facilitator or assessor), what hopes do you have about this set of standards?

  - Given the information from the pre-work that you may have experienced, the initiatives in your sphere of influence and the three learning experiences shared in the video, what hopes do you have about this set of standards?

Time to Explore: Partner Exploration

- Determine group facilitator and group time keeper for your table.

- Decide which members will review which standard(s). (Goal is seven standards.)

- Partner Exploration (10 minutes)
  - What are the big ideas in your standard?
  - How are they different/similar across levels?
  - What did you find that aligned with your personal reflection?

Time to Explore: Networking

- Find a partner pair from another group that explored the same standard(s) as you and your partner. In the allotted time (10 minutes) calibrate your thinking about:
  - the big ideas in your standard;
  - the differences/similarities across levels.

Time to Explore: Group Debrief

- Return to your table groups.

- Facilitator will move conversation along; timekeeper will be mindful of time.

- Group Debrief (16 minutes)
  - What are the big ideas in your standard as calibrated with your networking team?
  - How are they different/similar across levels?

Bright Ideas, Wonderings, Feedback

- Determine group recorder(s).

- Facilitator will move conversation along; timekeeper will be mindful of time; recorder(s) will collect feedback.

- As a result of your exploration, conversations and reflection, what ideas, wonderings and/or feedback would you offer? Use feedback forms to provide your thinking. Please use separate forms for separate standards. Include name of person(s) providing the feedback.

When You Return:

- Determine an area of interest for your work for the remainder of the session.

- Assemble in the "general area" of the selected standard.

- Find two or three friends with whom to work from the selected standard.

- Find a work space.

- Roll up your sleeves and get ready to dig in.

The Standards in Practice:

- What is the standard?

- What are the salient features of the standard?

- Who are the players?

- What would you see if the standard was being implemented at a high level?

3.1 Implementation

Professional learning includes implementation of learning within authentic settings with ongoing support and monitoring to achieve refined levels of practice of the learning.

3.1 Implementation: School

Review the indicators of quality as identified in the rationale and elaboration:
- Ongoing support and monitoring
- Occurs in multiple formats
- Is differentiated
- Is authentic
- Includes coaching/mentoring
- Includes feedback
- Includes digital support
- Provides opportunities for analysis and refinement of practice
- Includes reflection and adjustments

3.1 Implementation: School

Identify the personnel who have responsibility for the standard at the identified level.

For the school level:
- **school leadership team**
- **administrators**
- **educators**

3.1 Implementation: School

For EACH set of responsible parties, identify the specific indicators from the language of the elaboration and provide "real world" example(s) of what would be visible evidence of the application of the standard.

3.1 Implementation: School

- The school leadership team:
  - provides evidence of using data to monitor and differentiate implementation supports for schoolwide professional learning at the individual educator, classroom, team, and school level
    - Example – provides documentation that data from 5D learning walks was used to allocate additional digital resources to support implementation for individual educators

  - allocates, coordinates, and monitors resources (time, personnel, funding, digital resources, materials, external providers, etc.) to support implementation until fidelity is achieved
    - Example – provides evidence that school budget includes funding for coaching supports for a given school-wide initiative, and ensures that duties are directly aligned with implementation support

3.1 Implementation: School

- The administrators:
  - support the school leadership team in accomplishing its responsibilities
    - Example – provide evidence of reviewing minutes from learning team meetings to monitor implementation of a specific initiative

  - demonstrate that support is differentiated and sustained until new learning is fully implemented and routine practice.
    - Example – provide evidence of reviewing coaching logs to monitor and adjust the schedule of coach as appropriate based on implementation data from individual educators

3.1 Implementation: School

- The educators:
  - identify multiple forms of implementation support they access from coaches, mentors, teacher leaders, administrators, and school leadership team to assist them with implementing professional learning at the classroom and school levels
    - Example – provide minutes from learning team meetings documenting specific coaching support for a given school-based initiative

Now it's your turn:

- In groups (3 – 4):
  - Identify the standard and level for your work
  - Identify the salient features of the standard
  - Identify the players
  - Identify the indicators of standard being implemented at a high level
  - Provide real-world example(s) of the standard in practice

You have 20 minutes for your work.

Our work today was about:

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Next Steps:

- Compile feedback and incorporate into draft standards;
- Design rubrics incorporating ideas from group;
- Work with FDOE on standards approval process;
- Align review process and materials with new standards;
- Prepare reviewers and Team Leaders/ATLs for next cycle.

Closing thoughts:

- Thanks so very much for your thoughtful consideration of this work;

- We are not finished, and will count on your continued support and expertise as we continue our journey;

- Feel free to contact me if you have specific thinking about the standards you'd like to share.

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