

Drilling Down: The Impact of Professional Learning

Ames Community School District

The professional development is planned. Now what? How can we ensure that the professional learning of administrators and teachers **actually improves our effectiveness and results** for students?

Examine the **processes and tools** used to **measure and report the impact of professional learning** in an economically diverse, high-mobility, high-performing district.

Agenda

- Welcome
- Individual & Organizational Change Models
 - Web Study
 - Elevator Speeches
- LtoJ
- Data Analysis Protocol
- Feedback to Teachers
- Implementation Plan & Data
- Closing

Outcomes



Participants will:

- Identify commonalities between different Change Theories
- Examine key practices and sample tools for measuring and reporting the impact of professional learning
- Reflect on how to apply this learning in their setting



Inclusion Activity



- Individually use the [Handout](#) to identify goal(s) for yourself
- At your table
- Introduce yourselves
 - Position
 - Years in Education
 - What goal(s) did you set for yourself?



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Personal Changes



In transitioning to the next chunk of content:

- Identify a change that you have experienced
 - Personal or Professional
- Discussion Questions:
 - How did you feel about it at the beginning?
 - How did your feelings change throughout the process?
 - How was it difficult/easy for you? Why?

Change processes, models, theories



Purpose:

- Understand multiple models of organizational and personal change
- Identify similarities that exist across them

Web study



Form pairs	
By pairs, examine one model, process, or theory of change assigned to you using the web-based resources (goo.gl/yo1s0Y)	8 min.
Prepare to present your change model, process, or theory to others--as an Elevator Speech	5 min.
Share change model, process, or theory with each other. Discuss common features across the various change models, processes, and theories you studied. Examine the common features in light of the Standards for Professional Learning	10 min.

goo.gl/yo1s0Y



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Elevator Speeches



As you listen to the elevator speeches. . .

- **What common features do you notice?**
- **What are some important components for an implementation plan?**

Reflection/Application



How might you apply your learning to your setting?

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LtoJ



In linked Article:

- Read p. 37 - 38
 - Spell out learning goals
 - Measuring learning
- Identify Questions you have
 - With a partner
 - Large group sharing
- Sample Knowledge Maps

Sample Knowledge Maps



[PLC & Instructional Framework](#)

[Accreditation and School Improvement](#)

[Data Terminology](#)

[Administrator PLC & Instructional Framework](#)

[Curriculum Development & Alignment](#)

[Assessment & Grading](#)

Reflection/Application



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How do you know that your teams/PLCs are being productive?

Data Analysis Protocol

- [Data Analysis Protocol](#)
- [Hawthorne's Personalized](#)
- [HMS Personalized](#)

What products does a team produce in the course of completing their Data Analysis Protocol?

Reflection/Application

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Feedback to Teachers



Examine the [Feedback to Teachers](#)

- How might this promote reflective practice?

Reflection/Application



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Implementation Plan



- Implementation Plan
- Data Tools & Processes
- How Data Informed Implementation



Implementation Plan



Math Expressions Implementation Plan				
Year	Change	Monitor	Frequency	Instructional Leader
Year 1 15-16	Align new math standards	Edoctrina		Dr. Dumas
Year 2 16-17	New Materials Adoption, Research change in practice	Edoctrina		Dr. Dumas and Montessa
Year 3 17-18	Expressions Materials: Learning Environment	Self Reflect with IC Map	Sept (Training), Feb (Training), May (PLC)	Math Committee
		Stages of Concern	Oct (PLC-Open Ended), Dec (Interviews), Apr (PLC-Open Ended)	Math Committee
Year 4 18-19	Expressions Materials: Reasoning & Sense Making	Teacher Learning Walks with IC Maps	Once per semester	TBD
	Mathematical Mindset	IC Map and Stages of Concern	three times per year	TBD
Year 5 19-20	Mathematical Mindset	IC Map and Stages of Concern	three times per year	TBD

Data Tools & Processes



- Benchmark Assessment [Plan](#) & Results
- [Survey](#) (after training)
- [IC Map](#) Self-reflection (and Learning Walks)
 - [Reading Units of Study IC Map](#)
- Math Committee Members: Interview Questions
 - What's working for you with Math?
 - What's not working (are you struggling with)?
 - What specific support/assistance do you need?
- Survey from company
- Company coaching reflections

How Data Informed Implementation



- Survey/Interviews informed the Committee
- In-house training
 - Reasoning & Sense-Making
 - Math Norms

Reflection/Application



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Post-Session Evaluation


Take our 3 minute survey!




kickup.co/2019LF

Session ID: 1314

NOTE: Session ID should be in all CAPS and is case-sensitive.





Your responses power our  report



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