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
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

Outcomes

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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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?

Personal Changes

Change processes, models, theories

Purpose:

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

Web study

<table>
<thead>
<tr>
<th>Form pairs</th>
<th>8 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By pairs, examine one model, process, or theory of change assigned to you using the web-based resources (goo.gl/yo1s0Y)</td>
<td>8 min.</td>
</tr>
<tr>
<td>Prepare to present your change model, process, or theory to others--as an Elevator Speech</td>
<td>5 min.</td>
</tr>
<tr>
<td>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</td>
<td>10 min.</td>
</tr>
</tbody>
</table>
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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

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

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

Data Analysis Protocol

Feedback to Teachers

Implementation Plan & Data

Closing

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Agenda

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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.

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Outcomes

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- Examine key practices and sample tools for measuring and reporting the impact of professional learning
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