Personal Learning Plans: A Collaborative Approach to Teacher-Directed Professional Development

Chad Blair and JoAnn Groh
CITY Center for Collaborative Learning
Hello

Chad Blair - Principal, Paulo Freire Freedom School - University

JoAnn Groh - Director of Professional Learning, CCCL
The 12 Principles of Adult Learning (Andragogy)

1. Needs Assessment: Choosing a focus
5. Praxis: Action with Reflection
6. Learners as Subjects of Their Own Learning
8. Immediacy: Teaching What is Really Useful..

Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults, Jane Vella
City Center for Collaborative Learning

City High School
185 students

Paulo Freire
Freedom School
University 75

Paulo Freire
Freedom School
Downtown 75

Professional
Learning
Outreach Center
Learning Outcomes

● Participants will understand the rationale for a personalized approach to professional learning

● Participants will understand how an inquiry cycle can guide teachers through a year-long professional learning journey

● Participants will explore how professional learning plans can connect teacher autonomy/agency with school-wide initiatives
Agenda

1) Learning Outcomes
2) Microlabs re school goals - teacher agency tension
3) Our Inquiry Cycle
   ● Descriptions
   ● Examples
   ● Your turn
4) Approaches to support collaborative learning
5) Presentations of Learning
   ● Our approach
   ● Your approach
What are your school’s professional learning goals?

- Social Emotional Learning
- Competency-based Learning
- Literacy Initiative
- Response to Intervention
- Inclusive Practices
- Co-teaching
- Curriculum Adoption
- Trauma-informed practices
- Universal Design for Learning
- Project-based Learning
- Culturally Relevant or Sustaining Pedagogy
- Positive Behavior Intervention System
Affinity Group Directions

1) Write one schoolwide initiative per post-it

2) Place on wall

3) Move post-its to group identical and similar goals

4) Make a friend with someone who is working on the same thing you are
Microlabs

Protocol: Working in triads, respond to 3 questions of increasing level of cognitive load or intensity

1) Question #1 is read and participants have a minute to journal

2) Participant A speaks about prompt for 2 minutes with no interruptions, followed by B for 2 minutes and then C for 2 minutes

3) Repeat the process for the next 2 questions
1. Think of a time when a school-wide initiative fell flat. Why didn’t this well-intentioned professional development plan positively impact student learning?

2. Think of a time (professionally or personally) when you took the time to learn something on your own. Share this story and describe the elements that made this a successful learning experience for you.

3. If you had a paid sabbatical year and could use that time to get better at any one aspect of your practice, how would you make this improvement and how would it impact student learning when you returned to classroom teaching?
Teacher Leadership and Agency at CITYccl
Our Story

- AZ K-12 Center - 2015
- Teaching & Learning Retreat - 6/16
- Teach to Lead - Long Beach - 9/16
- Pilot Year 2015-16
- Teaching & Learning Retreat - 7/17
- Refined Process Connecting To School-wide Goals 2017-18
- Refining Presentation of
Professional Learning Plans

Supporting teachers to create individualized professional learning plans

Professional learning plans connect and support school-wide improvement goals

Teachers work with various support staff throughout the year

Teachers present their learning to other teachers at an end of year presentation of learning event
Professional Learning Plan Inquiry Cycle

Schoolwide Goal

STEP 1: Needs Assessment

STEP 2: Identify a Professional Learning Goal

STEP 3: Establish an Inquiry Focus

STEP 4: Plan and Act

STEP 5: Collect Data

STEP 6: Reflect on Effectiveness
STEP 1: Needs Assessment: Students need to develop agency around self-reflection and goal setting.

STEP 2: Identify a Professional Learning Goal:

STEP 3: Establish an Inquiry Focus

STEP 4: Plan and Act

STEP 5: Collect Data

STEP 6: Reflect on Effectiveness

Schoolwide Goal - Competency Based Learning
Your Turn

Schoolwide Goal

STEP 1: Needs Assessment

STEP 2: Identify a Professional Learning Goal

STEP 3: Establish an Inquiry Focus

STEP 4: Plan and Act

STEP 5: Collect Data

STEP 6: Reflect on Effectiveness
What does it take to get students to move beyond being a “checkbox” learner who works only for a grade, to a more engaged, risk-taking and reflective learner who is able to authentically assess themselves?

Going Big!
Revision Alert

When you revise an assignment that has a WIP and are ready for me to look at it for feedback.

Name
Short answer only

Class
- Period 1 LRC
- Period 2 Culture and Camp
Infused Professional Development: merging PLP with school-wide PBL Goal

PFFS-University (Chad)
- Student Choice (Steve)
- Classroom Design (Gaby)
- Community Connections (Marcus)

PFFS - Downtown (JoAnn)
- Reflection (Debbie)
- Motivation (Joe)
- Student Discussions (Patrick)
Steve’s PLP

“What is the impact on student engagement when students have more voice and choice?”

➔ Needs assessment, professional learning goal, inquiry focus, plan and act, collect data, reflect and revise

➔ School success goal: Gold Standard Project-based Learning
Steve’s PLP

Problem: The rocket project

➔ All students design and build rockets with some consistent factors in order to focus on aerodynamics

➔ Doesn’t appear to contain much authentic voice and choice
Steve’s PLP and Project-based Learning

Steve was used to voice and choice referring to the end project

Together, we explored other ways to design voice and choice into this unit.

Found a useful article about how PBL voice and choice is more than just the “what.”
PD: Connecting Steve’s PLP to PBL School-wide Goal

1. Steve describes his unit plan
2. Steve tells the staff his problem of practice as it connects to his PLP
3. Staff ask clarifying questions
4. Staff ask probing questions
5. Staff reads the article about voice and choice in PBL
6. Staff use the article as a framework for giving Steve ideas and feedback on both his unit and on his PLP

→ Steve receives specific, personalized feedback on his unit and on his PLP. The staff learn more about PB
Debbie’s PLP - How can I structure student reflection so it is meaningful and translates into adapted practice?
“My PLP helped me become a more effective decision-maker with regards to classroom teaching.”

“I feel trusted as an educator to make good choices.”
Professional Learning Support Systems

4 Approaches:

- PLCs
- Edcamps
- Principal Coaching
- Working Groups
PLCs
Critical Friendship Model
Instructional Coaching

In 2017-18, our principals CFG has us working on a collective PLP focused on being both an evaluator and a coach.
Working Groups
Turn and Talk

Which of the four approaches can you imagine using at your school?

- PLCs
- Edcamps
- Principal Coaching
- Working Groups
Presentations of Learning
What’s Good for Students, Is Good for Us

SHARE YOUR LEARNING
Presentations of Learning
3-School Presentations of Learning--Tuesday, May 30, 2019

9:00 - 9:30  Welcome and Overview

9:30-9:45  Round 1
9:45-9:55  Round 1 discussion

10:00-10:15  Round 2
10:15-10:25  Round 2 discussion

10:30-10:45  Round 3
10:45-10:55  Round 3 discussion

11:00-11:15  Round 4
11:15-11:30  Round 4 discussion

12:30-12:55  Feature Presentation 1 (CHS - Dillon) “Developing the Makerspace”
1:55-1:15  Small Group Discussion

1:30-1:55  Feature Presentation 2 (PFFS-U - Lin Lucas) “Transforming School Into Community”
1:55-2:15  Small Group Discussion

2:30-2:55  Feature Presentation 3 (PFFS-D - Debbie Barca) “Effectively Using Immediate Descriptive Feedback in Math Class”
2:55-3:10  Small Group Discussion

3:10-3:30  Closing - Review of posted takeaways and questions
Teacher-to-Teacher Workshops/Conversations

In the afternoon of September 9th – after the closing of ‘Edcamp Tucson 5’ at noon and a one-hour break for lunch – CITY Center will be hosting free teacher-to-teacher, workshops/conversations from 1:00-2:00 pm and 2:15-3:15 pm. Register online for these PM workshops at teacher-to-teacher.eventbrite.com. Download workshop descriptions flyer.

Some of these workshops/conversations are based on ‘Presentations of Learning’ (POLs) that CITY Center teachers gave to their colleagues in May 2017 as the culminating activity for their 2016-2017 Professional Learning Process/Plan (PLP).

2:15-3:15 PM – Carman Ryken – ‘Using Khan Academy to Support Mathematics Instruction’

Khan Academy (a free tool for anyone who wants to learn math at most levels including college courses) has added a lot of new features this year, including assignments, quizzes, and unit tests. I have been using Khan Academy for years to help my math students gain proficiency in the skills needed to be successful. Last year, I became the only Tucson-based ambassador for Khan and I am excited to share with other Tucson teachers some of the new upgrades.
1:00-2:00 PM – Patrick Kelly – ‘Creating Partnerships Between Museum & School’
We (Jewish History Museum/Holocaust History Center and Paulo Freire Freedom School – Downtown) will share our experience as an evolving partnership and give you an opportunity to join in our effort to create an inter-generational dialogue around issues of social and racial justice. To that end, we are building a semester-long school-in-residence program with one class this year to explore the ways that museums are able to address and represent issues of social and racial justice through exhibitions and programs.

2:15-3:15 PM – Erica Saunders – ‘Providing Support in Our Classrooms For All Students’
We work hard to create engaging curriculum and inspire each student in our classrooms, but some students have a harder time participating and staying focused. Research suggests that approximately 25% of U.S. children will experience at least one traumatic event by age 16, affecting the way their brain processes information. Other organic diagnoses can lead to the same outcome, but by understanding our students’ struggles and having classroom tools, we can help these students stay focused and engaged. Please come and learn ways to further support students' basic needs for learning.
1:00-2:00 PM – Seth Wisniewski Smith – ‘Transitioning From Traditional Math Curriculum to Project-Based’
I will be presenting my observations and musings around the methods and effects of transitioning my 7th grade math class from a standard curriculum to a completely project-based class. I will share assessment methods, direct instruction, projects, student autonomy, genuine engagement, and all the varying degrees of success (and failing forward) involved in this process.

1:00-2:00 PM – Krista Gypton – ‘Moving Beyond the Grade and Into the Learning’
What does it take to get students to move beyond being a “checkbox” learner who works only for a grade, to a more engaged, risk-taking and reflective learner who is able to authentically assess themselves? This is the question I had been struggling with for years and set out to see if I could create a system where students were challenged to focus on their learning and stop worrying so much about grades. I will share my process and results in an interactive workshop that will end with a Q & A session.
Work Time and Sharing
“Liberating education consists in acts of cognition, not transferrals of information.”

Paulo Freire
Chad Blair - chadb@cityccl.org; twitter: @chblair

JoAnn Groh - joann@cityccl.org; twitter: @joannbentegroh