Planning for Responsive Professional Learning

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Who’s in the room?

✚ Where do you work, and what is your job?
✚ What is your role in professional learning?
  ⌀ Design?
  ⌀ Plan for others?
  ⌀ Facilitate?

Learning Outcomes

تصريحات Guskey’s research on the five critical levels of evaluating professional learning
● Examine a framework for professional learning that embraces the research
● Reflect on current professional learning practices considering research
● Make an action plan for future professional learning
Jigsaw

Number off 1–5 and move to numbered tables
1. Level 1
2. Level 2
3. Level 3
4. Level 4 and Implications for Improvement
5. Level 5

As a group, summarize the main ideas and benefits of your section. Be prepared to share.

Connections to Your Practice

01 Create a visual of a professional learning experience you were involved in recently

02 Which levels do you think were considered in planning? What evidence did you see? Were any levels missing?

03 How do you feel the learning experience was impacted by what was considered or not considered?
Backward Planning

✚ What are the student learning outcomes to achieve, and how will we measure them? (Level 5)
✚ Which instructional practices and policies most effectively and efficiently produce those outcomes? (Level 4)
✚ What organizational support is needed? (Level 3)
✚ Participants’ Learning (Level 2)
✚ Participants’ Reactions (Level 1)

What Is Professional Learning Experience (PLX)?

✚ Focused at the teacher level
✚ Application oriented
✚ Leverages professional learning within the daily schedule
✚ Provides access to resources and extended learning activities
✚ Builds efficacy in PLCs in Assessment Literacy and data conversations

PLX Learning Framework

Over the course of several weeks, small teams of educators participate in independent and collaborative activities centered on a relevant and timely topic:

✚ Ideally suited for educator teams, including PLCs
✚ Accommodates daily schedule
✚ Supported by an NWEA® Professional Learning Consultant
✚ Sustained, so the learning sticks
Level 5: Student Learning Outcomes

- Focused on areas that we know impact outcomes for learners
  - Goal setting
  - Differentiation and lesson planning
  - Communication with families
  - Strategies for maximizing growth

Level 4: Participants’ Use of New Knowledge and Skills

- We began with the premise that we are fitting into their system; therefore, the chances are higher that they will apply it right away in their classrooms
  - Smaller bites
  - Within a system already using for learning, experimenting, and reflecting together
  - Application portions of the course (coaching and booster conversations) are perfect fodder for team meetings to support them in holding each other accountable for application in the classroom

Level 3: Organizational Support and Change

EXISTING STRUCTURE
- Because we are fitting into existing PLC structure, the organizational support is there

BUILDING EFFICACY
- We are trying to build efficacy in teacher leaders or coaches by partnering with them and modeling best practices for leading team collaborative learning
- We are adding value to the organization support already in place
Level 2: Participants' Learning

Survey data:
1. Participating in this professional learning has helped me use MAP® Growth™ more in my practice.
2. Participating in this professional learning has helped me better reflect on my own professional practice.

“The resources and tangible tools that we were given not only modeled for us how to use our data, but it gave me follow-through.”

Anecdotal evidence:
- Kindergarten teacher
- 2019 Innovative Charter School of the Year

Level 1: Participants' Reactions

✚ “I have been in the corporate work environment and education for a combined 30+ years, and I have never experienced a more informative and helpful meeting/training session during which I personally took so much positive information from as I did from this particular session . . . thank you!”

✚ Still collecting data and making improvements to our content and our processes

Implications: Reflect and Plan

01 Think about an upcoming PL event that you are involved in planning or participating in

02 How can planning and evaluating with these five levels inform your practice?

03 Share out your next steps
Wrap-up

+ I came in thinking . . .
+ Now I am thinking about . . .