

EASTCONN

Where Learning Comes to Life

ESS Presentation

July 1, 2022

PDEC – A Focus on Professional Learning for Impact

Presented by

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AGENDA



- Experience and Benefits
- Why is professional learning so important?
- Connecticut's current practices
- What the research says
- Feedback from the field
- Connections and Strategy for results
- Next level of work



- Seasoned Educator with experience in urban, suburban and rural school districts
- Special Educator, District Leader, Turn-around Principal, Assistant Superintendent, Superintendent, Consultant
- National Presenter on leading and learning
- Former CT President of CTASCD
- Doctoral dissertation research on how central office supports leadership
- Currently EASTCONN Director of Leading and Learning

Experience as a Passionate Transformational Change Agent

Essential Question

Why is professional learning so important and what does effective practice look like?



What is PDEC?

Professional Development and Evaluation Committee

- A PDEC is a local education agency (LEA) committee composed of certified teachers, administrators and other appropriate school personnel including representatives of the bargaining units.
- The PDEC is responsible for:
Developing, monitoring and using the **educator evaluation plan** to guide educator growth.
The planning, implementing, monitoring and evaluating **comprehensive professional learning plans** aligned to strategic plans

Connecticut Guidance for Professional Learning (2015)

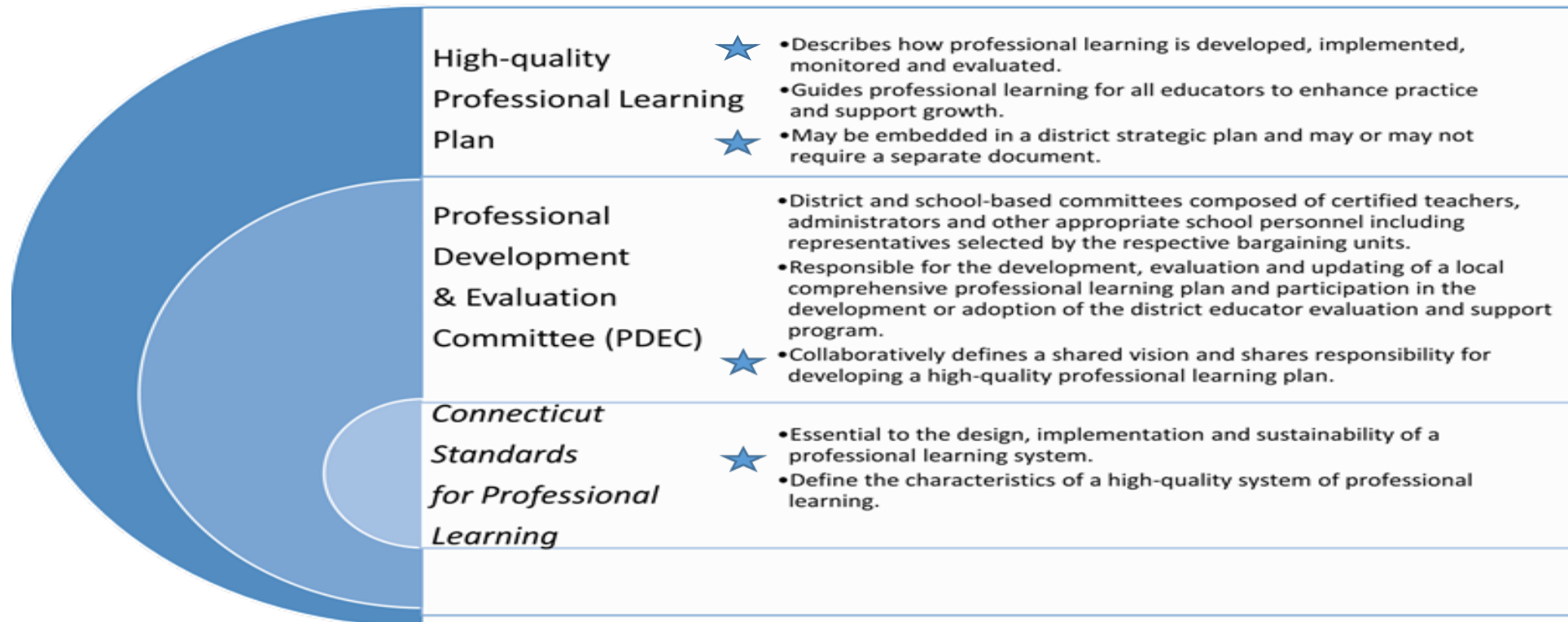
- Membership:
 - Union representation, certified staff, central office, building administrators and teachers
- Meeting Norms:
 - Minimum 3x per year
 - Meeting minutes made available to all staff
- Decision Making:
 - Consensus process (If consensus can not be reached use of majority vote)
 - Evaluation document submitted to SDE annually with confirmation of mutual agreement

Elements of a Comprehensive Learning System

- Based on standards to guide decisions and define quality
- Vision and goals
- Resources
- Roles and responsibilities for all stakeholders
- Ongoing assessment and evaluation of the effectiveness of professional learning

Darling-Hammond et al., 2017

Key Elements of Connecticut Professional Learning Plan



Connections to Research



Why Invest in Evaluating Teachers and Leaders?

- If we want to enhance student learning...
 - We need to improve the skills, knowledge, and capacities of adults who teach and support them
 - Why? How?
 - Teacher and principal evaluation and professional learning are prongs of a larger approach to enhance educator effectiveness

Why Invest in Teachers & Leaders?

- Good feedback has a big, positive impact on educator performance (Hattie & Timperley, 2007; Kluger & DeNisi, 1996)
- Teachers and leaders:
 - want feedback (Coggins et al., 2010; Frase, 2001)
 - care deeply about the feedback they receive (Milanowski, 2005)
 - Few teachers or leaders receive rich, sustained feedback (Donaldson & Papay, 2015; Mavrogordato et al., 2021)

How can professional learning and evaluation support educators' development & student learning?

- **Feedback, goal clarity, and supportive relationships** prompt change (motivation theory)
- Learning is **social** (learning theory)
- Given sufficient **human capital, internal accountability** and **shared vision and goals** can motivate improvement (human capital, accountability theory)

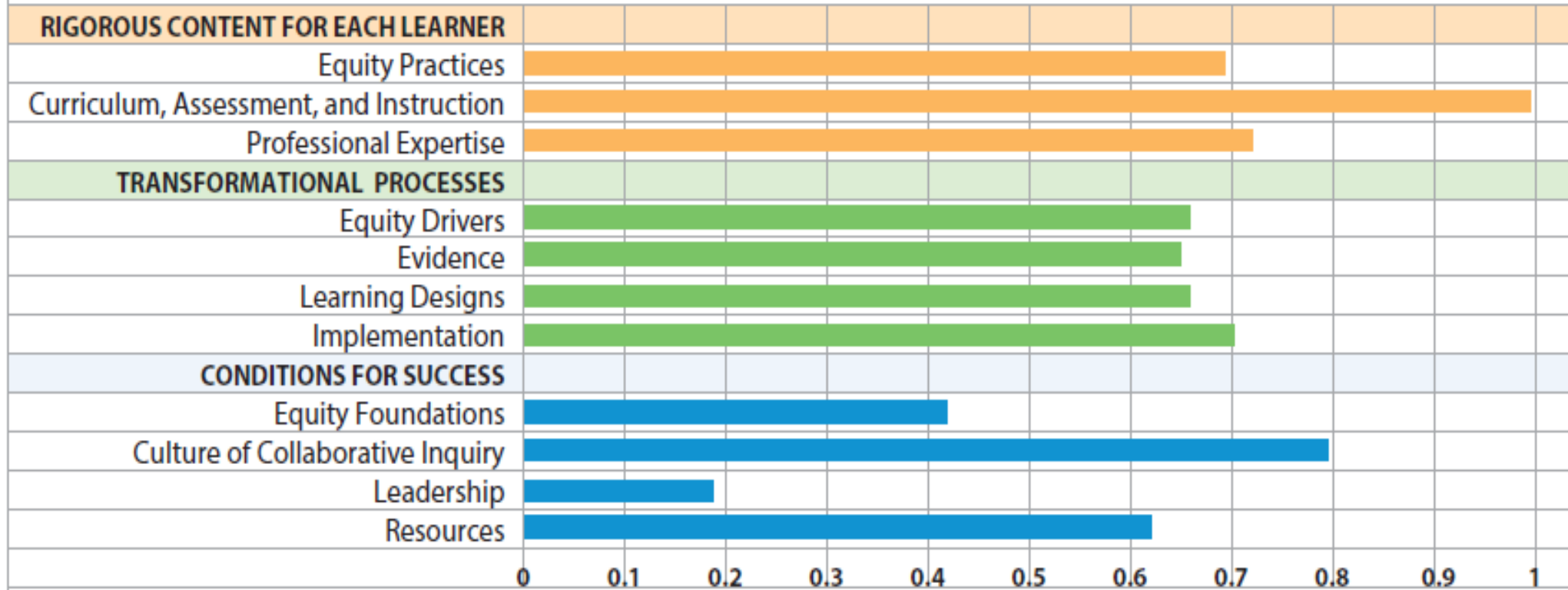
Meta Analysis of Professional Learning – Theory of Change

(Learning Policy Institute, 2021)



EFFECTS ON TEACHER INSTRUCTION

The chart shows the relationship between standards-aligned professional learning and positive effects on teacher instruction for each of the Standards for Professional Learning.



Notes: Each bar represents the average effect size for the relationship between teacher instruction and a 2022 standard. All findings are positive and statistically significant except for Leadership. Forty-eight studies, 52 professional learning programs, and 296 effect sizes were represented in the meta-regression analysis. The analysis accounted for the study publication type and random assignment design.

Feedback from the Field



PDEC Survey Emerging Themes (January 2022)

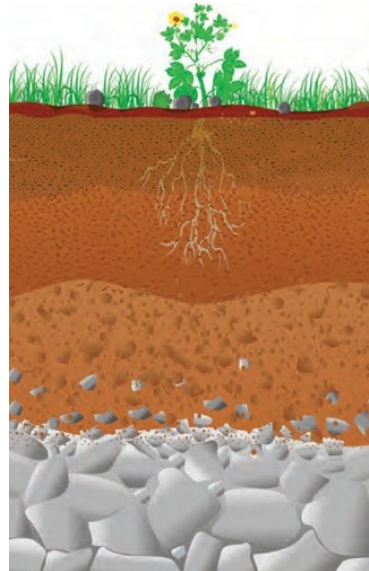
Technical change is in place:

- Perception is that PDEC's operate effectively
 - Meeting representation, time, communication, purpose
 - Educator collaboration is a collaborative process

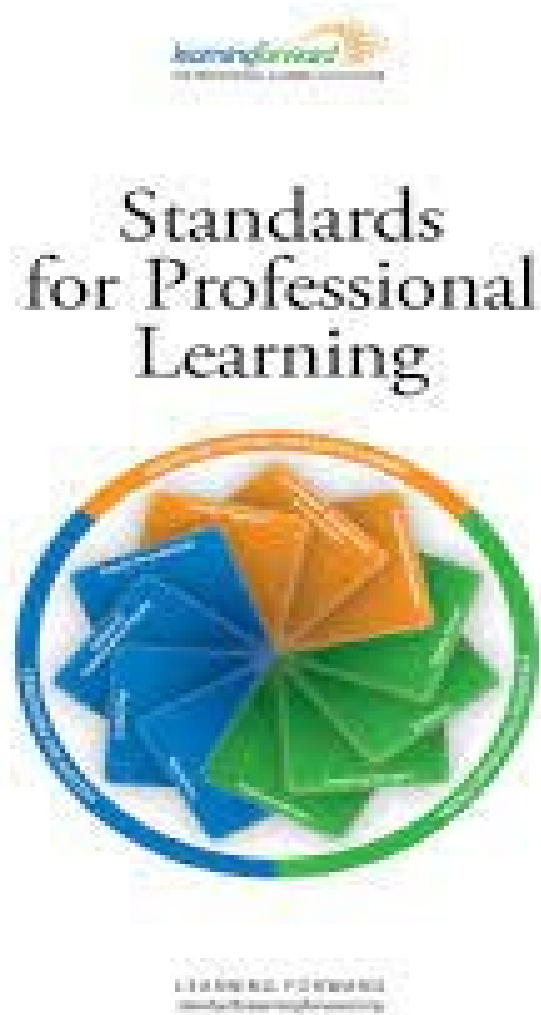
Adaptive change is needed:

- Mutual agreements are not defined
- Sources of information to inform PDEC's is unclear
- The effectiveness of professional learning is not clearly measured
- PDEC committees are not reviewing data/unsure of what is used
- Professional learning is district driven
- Educator Evaluation is to meet mandates
- Alignment of professional learning to strategic plans is needed

Strategy: Professional Learning Standards as a Foundation



Professional Learning Standards 2022

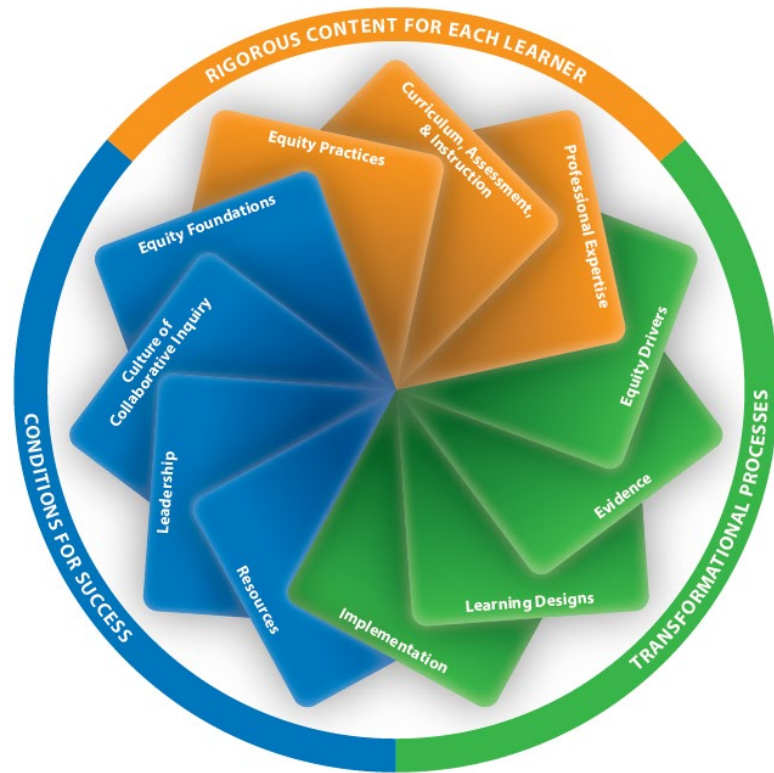


“Nearly every education innovation and initiative depends on **human capital** – *the capacity of member of the education workforce to be at their best* in everything they do and to work toward **clear defined outcomes for student success** and **high levels of performance** in their individual roles as the **contribute to the education system.**” Joellen Killion

How Standards Based Professional Learning Works



Intentional Design



WHAT THE CIRCLE REPRESENTS

Standards for Professional Learning are represented in a circle for several reasons:

- Educators may approach high-quality professional learning through any one of several pathways, depending on their role, a critical team or individual learning need, or strategic improvement priority.
- The way all standards meet at the center represents the way they converge, connect, and integrate when used with integrity.
- The circle shape suggests a cycle. Cycles of continuous improvement are embedded in many of the standards and essential to their effective use and implementation.

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY PRACTICES

... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION

... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE

... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY DRIVERS

... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE

... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS

... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION

... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY FOUNDATIONS

... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY

... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP

... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES

... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Connecting the Dots to LEAD Impact

EASTCONN Model of PL



Teacher Evaluation Model



Adult Learning Theory – Drago-Severson, 2009

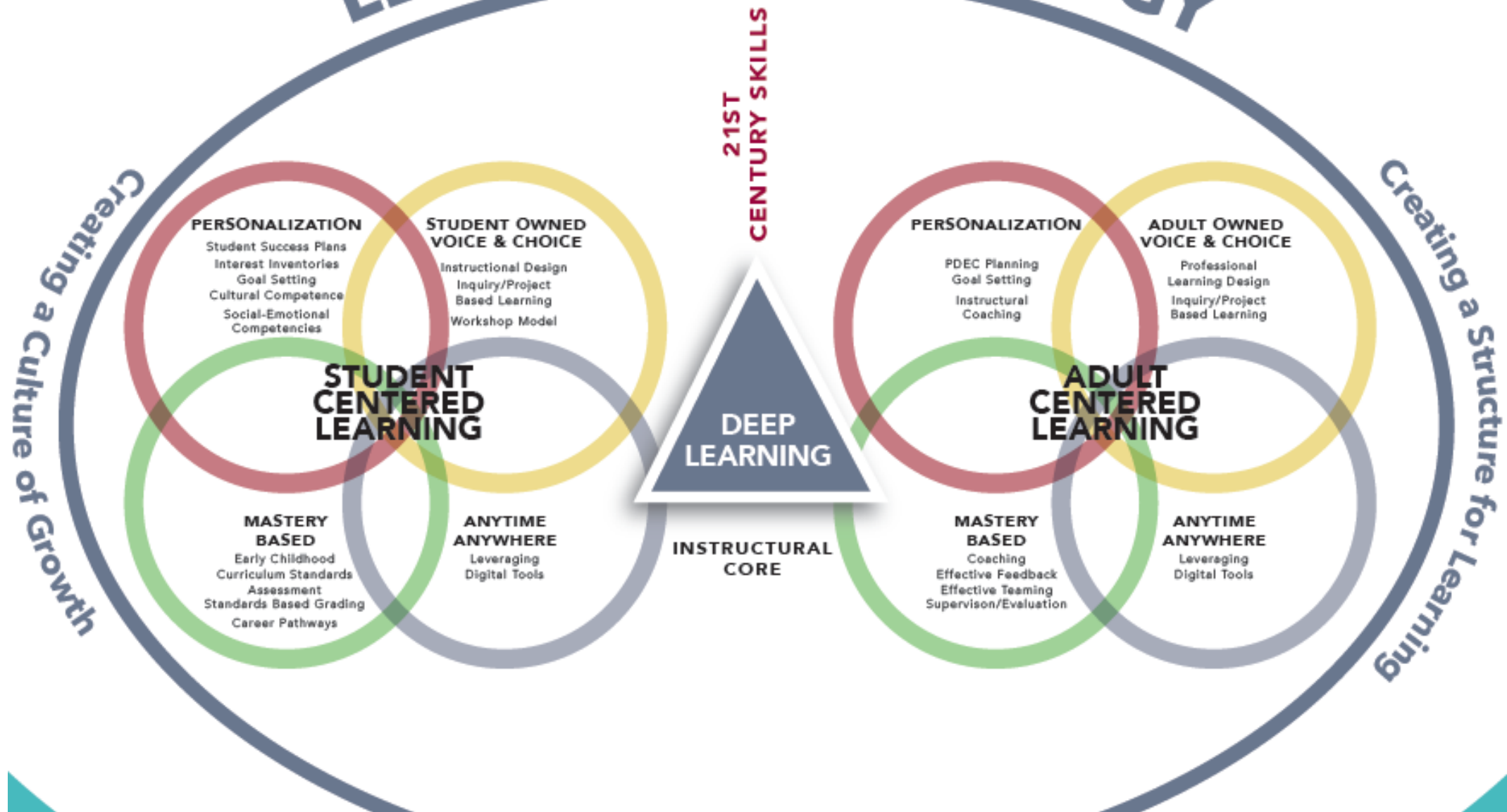
- Build from mental models
- Provide in-depth examples
- Share insights, receive feedback
- Discuss self-transforming ways of knowing
- Include application

Collegial Inquiry, Mentoring, Teaming Bringing Practice to Work

Connecticut Reimagine



The CEL Leadership Strategy



Strategy Continued

- Establish a professional learning vision
- Define professional learning and what it looks like through the context of the PL standards
- Self-Assess to the standards (Learning Forward Tools)
- Set Goals based on data and results aligned to district, building strategic plans (Loose/Tight, Dufour) (Portfolios/PDEC)
- Use the group to move the group, PDEC (Fullan)
- Memorialize process and procedures in handbooks, use to induct new educators, NEASC, replicate success.
- Network, share, 360 feedback of best practice

Professional Learning and Evaluation



I. Inquiry Question/Theory of Action

What professional experiences have you had that led you to this question?

What data do you have from practice that prompted this question?

How does your question align with the district and school strategic goals?

What research supports your question/TOA? What professional learning will help to inform your inquiry?

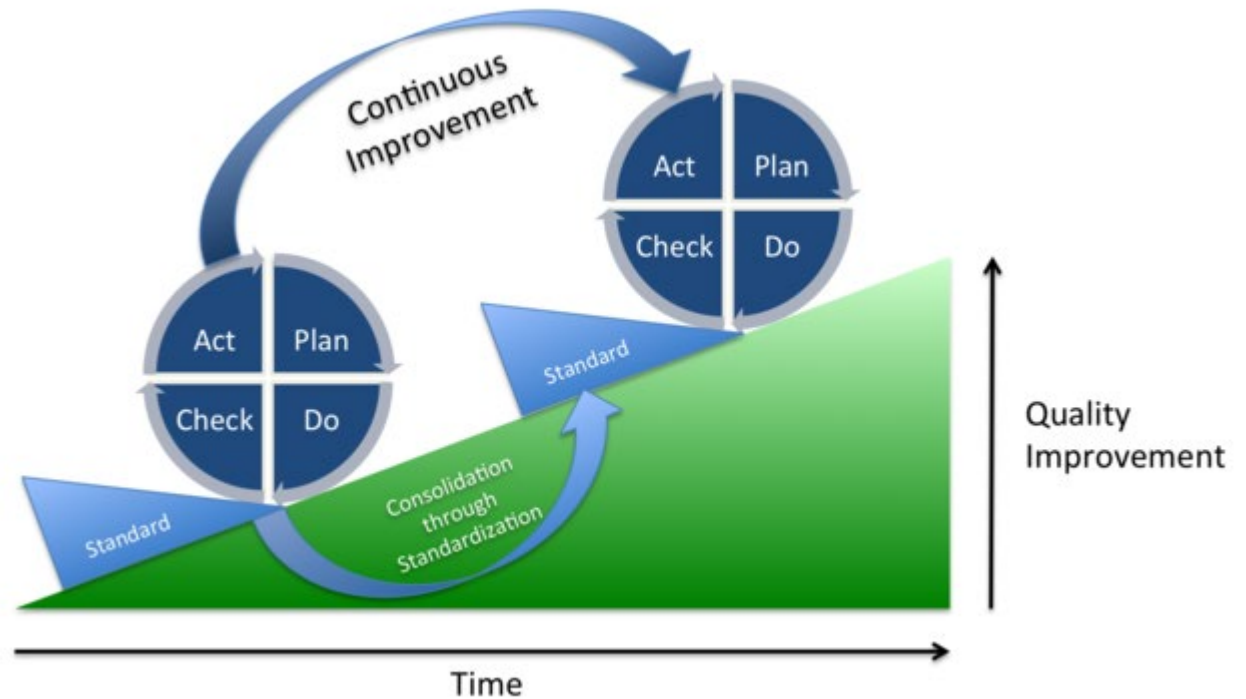


II. Target Outcomes

III. Strategies and Supports

A statement of professional goals, strategies, and supports for improving practice and student learning

- Identify goals for teacher growth and development of learners
- State your professional goals for your own growth and development
- What is the action plan?
- What high leverage, research based strategies, structures, systems will you apply?
- What supports are needed (from central office, others) to implement?
- How will you share your findings/results?



IV. Evidence and Outcomes/Results

How were results measured?

What impact did your learning have on the outcomes/results?

What impact did your intentional leadership have on the outcomes/results?



Models of Practice

Nationally

- Gwinnett High School, Georgia
- Alhambra Elementary School District – Phoenix, Arizona
- Delaware Department of Education – PL grants

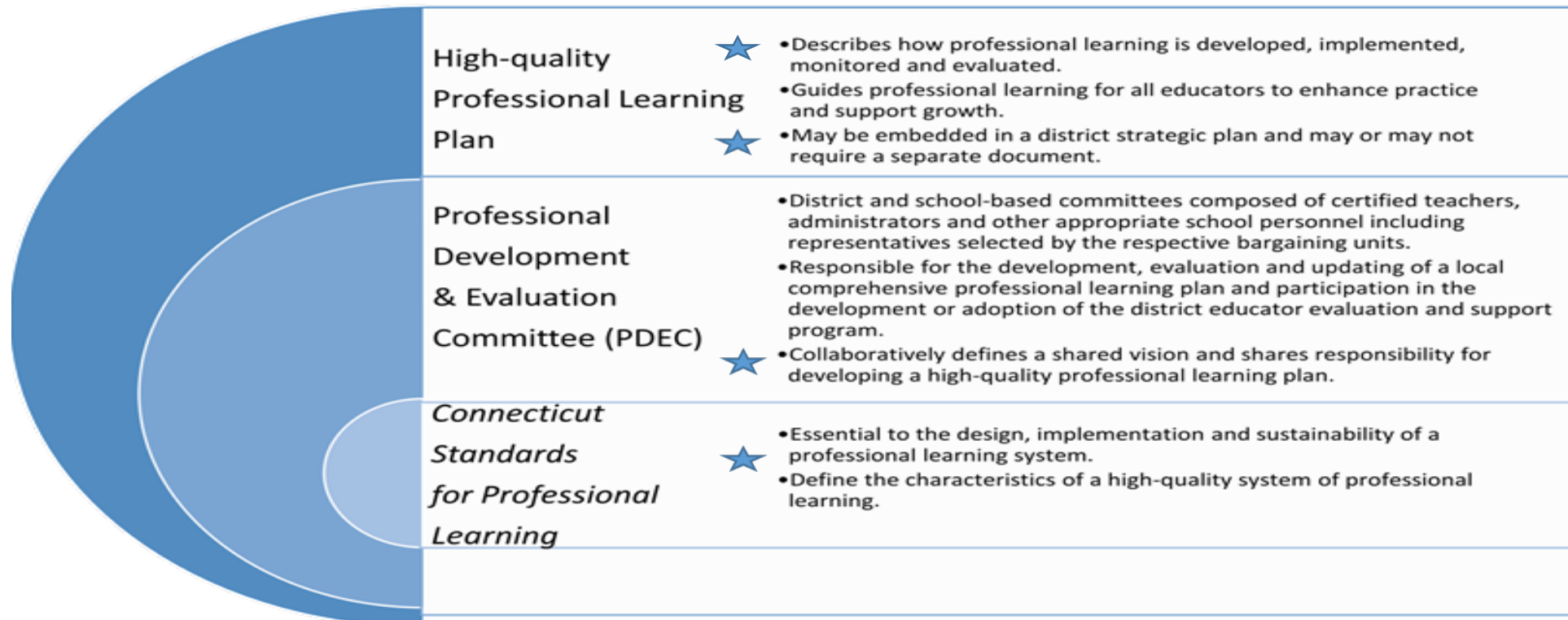
Locally

- EASTCONN
- Sterling Community School
- Greenwich
- New Milford

Next Steps

- Assist the council in revising the PDEC Guidelines for Effective PDEC's
- Develop a plan to role out the revised PDEC guidelines and Standards for Professional Learning in Practice (Last done in 2016)
- Facilitate both self-paced and in district learning series around effective PDEC structures and practices grounded in the new PL standards
- Provide coaching for design, implementation, monitoring and evaluating impact, design and support with a tool kit.

In Conclusion: The strategies presented will move PDEC to the next level of work = Student Results





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