

CREATING A CULTURE TO SUPPORT ADULT LEARNING: AN APPROACH TO EMBEDDED PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD

SHARING A VISION CONFERENCE 2013

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Welcome!

□ Introductions



Learning Objectives



- Reflect on our own professional development experiences
- Contemplate the complexity of our work, and what that complexity means for how we think about and approach professional development for educators.
- Discuss the contrast between traditional, externally driven and delivered PD and internally driven and embedded continuous learning and improvement
- Discuss the role of leaders in supporting educators' effectiveness and growth while on the job
- Deepen our understanding of Teacher Collaboration as an embedded professional learning experience. Illustrate the benefits, formats, and protocols of Teacher Collaboration by exploring Lesson Study and Ladder of Feedback
- Identify ways leaders can work with staff to find time for collaboration and to structure these into meaningful learning and improvement experiences

What do you want to learn about today?



Small Group Discussion:

Your Experience Supporting Staff

Think about the multiple ways you support your staff to be effective in their work.

- ▣ What do you do to support them to achieve the goals of their work?
- ▣ What do you do to support their continuous learning and improvement of practice and child and family progress and outcomes?

Small Group Discussion:

Your PD Experiences

- Think about your professional development and learning experiences.
- What kinds of experiences help you to deepen your knowledge and improve your practices?
- Reflect across the group. What do these experiences have in common? What themes can the group identify?

Group Report Out




Individual Activity and Reflection:

“Change the Terms for Teacher Learning”



- Read Michael Fullan’s article: Change the Terms for Teacher Learning
- Underline/circle/highlight words and phrases that resonate with you as important.

Small Group Discussion: Call for a New Understanding of and Approach to PD for Educators



- What are your initial reactions? What words/phrases stood out to you?
- What *reinforced* your thinking about how teachers learn and improve? And, how we support their learning?
- What *challenged or changed* your thinking about how teachers learn and improve? And, how we support their learning?
- What does the article leave you *wondering about*?

Group Report Out



Large Group Discussion



Why can this personalization and precision not occur

“...unless *teachers are deeply immersed daily in learning to do this*, all the while adapting to the dynamic learning needs of students, all the while getting better at meeting those needs.”

- Michael Fullan

Our Challenge

Supporting simultaneous transformations in the professional development mindset, methods, and practices of multiple educator groups (e.g. teachers, leaders, PD providers).

Externally Driven and Delivered Professional Development



Internally Driven and Embedded
Continuous Professional Learning and Improvement

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Externally Driven and Delivered Professional Development



Internally Driven and Embedded
Continuous Professional Learning and Improvement

Old Professional Development Mindset, Methods, and Practices

- We used to think:
 - ▣ Professional development = training
 - ▣ Training alone would support learning and improvement in practice.



New Professional Development Mindset, Methods, and Practices

- Now we know:
 - ▣ Training is one important professional development strategy but alone will not change practice.

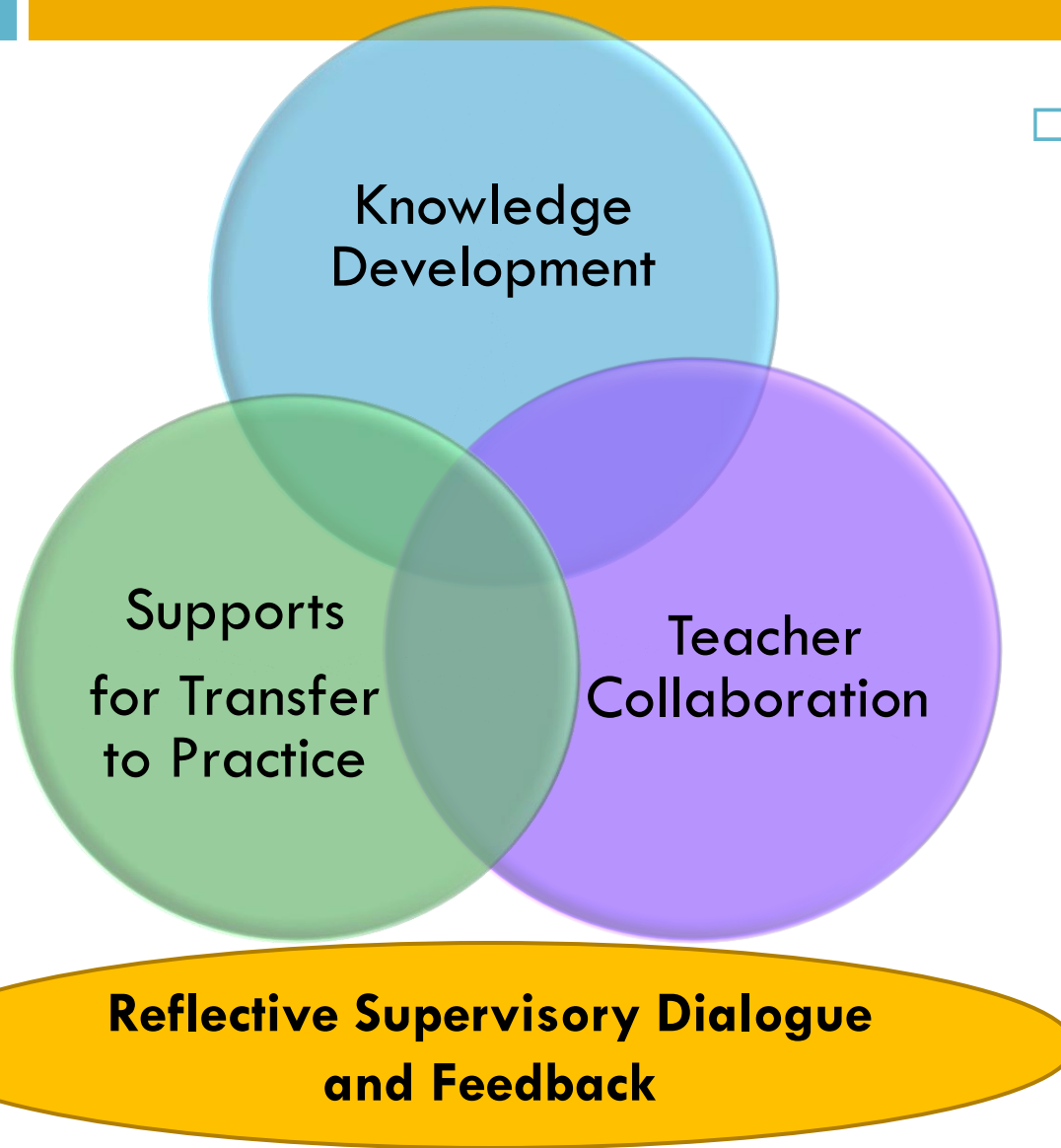


New Professional Development Mindset, Methods, and Practices

- Now we know:
 - ▣ Multiple strategies embedded in the program and the daily work are required to
 - advance professional knowledge, skills, and dispositions
 - support both learning and change in practice
 - facilitate this learning and improvement continuously.



Multiple Professional Learning Contexts



- Each strategy or professional learning context contributes in a unique and interrelated way to teacher learning and improvement.

Knowledge Development



Knowledge Development

- * Courses
- * Training
- * Workshops
- * Conferences

- Training and other knowledge development contexts *introduce* an area of practice – what it is, how to do it, and why it is important.
- Minimal expectation that teachers return and apply this knowledge to their daily work without support.

Supports for Transfer to Practice

Supports for Transfer to Practice

- * Coaching
- * Mentoring
- * Consultation
- * Technical Assistance

- Teachers need support to learn how to apply what they know to their daily work and to develop their skills.
- These supports help teachers:
 - ▣ Troubleshoot issues that come up while practicing new skills
 - ▣ Navigate the complexity of applying knowledge and skills with specific individual children and groups
 - ▣ Overcome obstacles
- These supports are important, but on their own are less effective when there are gaps in what teacher's know and understand.

Teacher Collaboration

Teacher Collaboration

- * Reflective Practice Groups
- * Professional Learning Communities
 - * Lesson Study
- * Data Dialogues
- * Study Groups

- When teachers are isolated, they will deal with the complexities and stressors of teaching by being “stuck in their ways” and/or burning out.
- Teacher collaboration:
 - ▣ breaks this isolation
 - ▣ *both* supports and challenges teachers thinking, beliefs, and practice.
- Overtime, teacher collaboration strengthens professional dispositions and creates a professional culture in the program where teachers value reflecting, examining, and continuously improving teaching and learning together.

Reflective Supervisory Dialogue and Feedback

- When supervisory dialogue and feedback focuses on the person's *learning* (versus compliance), then it transforms into a context for professional development.
- During Reflective Supervision, the supervisor supports, develops, and evaluates performance through a process of inquiry that encourages the professional's understanding and articulation of the rationale for their practices.
- This type of reflective supervisory dialogue and feedback to facilitate learning may be used in formal meetings, when monitoring, or in other informal, daily interactions with staff.

**Reflective Supervisory
Dialogue and Feedback**

Principles of Designing Effective Embedded Professional Development Opportunities

- Focused simultaneously on ***knowledge acquisition and systematic supports for change*** through multiple learning experiences and contexts (A5iii, A5iv)
- ***Embedded*** within the program *and* the daily work (A5iii, A5iv)
- ***Routine*** – frequent and sustained (A4)
- ***Relationship-based*** to build respect, trust, and openness to learning and change (A5iii)
- ***Inquiry-based*** to support the co- de- and re-construction of knowledge, and evoke motivation and strengthening self-efficacy for change (A5iii)

Principles of Designing Effective Embedded Professional Development Opportunities

- ***Within Community and Collaborative*** to galvanize responsibility, catalyze the use of multiple perspectives, and support change (A, A2, A5)
- ***Structured*** by standards/goals, content, evidence, and protocols to ensure focused, informed, and targeted discourse, examination of practice, and collaboration for improvement (A1, A5i, A5ii, A5iii, A5v)
- ***Iterative*** in the content-focus *and* learning experiences based on knowledge acquisition, practice changes, and collective capacity (A5v, A5vi)
- Led, supported, and sustained by ***program administrators and supervisors*** for *continuous* learning and improvement (A3)

Leaders

Current PD Mindset, Methods, and Practices

Sending teachers to training

Teachers “knowing better” should result in their “doing better”

Monitoring the implementation of procedures ensures compliance in practice



Creating a Learning Organization

Organizational climate and conditions “reach into” professionals’ daily work to support effective practice

Routine collaboration with peers to plan, do and observe, and reflect together improves individual practice

Monitoring of “procedures” are opportunities for discussion, examination, reflection, and improvement of practice

Small Group Discussion:

Changing Role of Leaders



- ❑ How do you feel about shifting your mindset about how teachers learn and improve and YOUR leadership role in promoting continuous learning and improvement?
- ❑ What will help you in cultivating new skills with facilitating program- and work-embedded professional development?

ENJOY LUNCH!



Deep Dive: Designing Teacher Collaboration Opportunities

**Teacher
Collaboration**



Teacher Collaboration



- ❑ When teachers are isolated, they will deal with the complexities and stressors of teaching by being “stuck in their ways” and/or burn out.
- ❑ Teacher collaboration breaks this isolation and *both* supports and challenges teachers thinking, beliefs, and practice.
- ❑ Overtime, a professional culture develops in which teachers value reflecting, examining, and improving teaching and learning.

Examples of Teacher Collaboration Formats



- ❑ Reflective Practice Groups
- ❑ Professional Learning Communities
- ❑ Data Teams
- ❑ Case Discussions
- ❑ Critical Friends Group
- ❑ Lesson Study
- ❑ Study Groups
- ❑ Sharing Teacher Portfolios
- ❑ Sharing Action Research

Benefits of Teacher Collaboration

- ▣ Reduction of experience and feelings of isolation
- ▣ Powerful learning that defines best practice and creates new knowledge and beliefs
- ▣ Increased understanding of content and role in helping children/families achieve
- ▣ Significant advances in adapting practice for individuals
- ▣ Shared responsibility for child/family progress
- ▣ Commitment to making significant and lasting changes
- ▣ Greater satisfaction, higher morale, lower absenteeism
Increased commitment to the mission & goals

(SEDL, Professional Learning Communities: What Are They and Why Are They Important?, 1997)

Impact of Teacher Collaboration

Positive results for students in schools with PLCs offer promise for participants in early childhood programs.

□ For students, the following results have been observed:

- ▣ greater academic gains in math, science, history, and reading, and
- ▣ smaller achievement gaps between students from different backgrounds.

Leader Voices: **Benefits** of Teacher Collaboration



“They handle themselves and each other more professionally and respectfully. They are accepting of new knowledge and change. Teachers can get entrenched sometimes and I was apprehensive at the start about that, but I see them changing and growing and looking forward to meeting with the coaches and with each other and asking for materials and information.”

Let's Observe!

- ❑ Video of a Reflective Practice Group- Teachers:
 - ❑ Learning about observation and assessment
 - ❑ Sharing child observations videos
 - ❑ Engage in inquiry about Teaching Strategies GOLD objectives and assessment levels
- ❑ **Look, Listen, and Jot Down!**
 - ❑ What evidence did you observe of:
 - ❑ Teacher collaboration?
 - ❑ Teacher learning (concept development, etc)?

Key Ingredients of Teacher Collaboration

- ❑ Mindset of continuous learning and improvement
- ❑ Shared mission, vision, and goals
- ❑ Respect, collegiality, and trust
- ❑ Norms to support respectful interactions and collaboration
- ❑ Action orientation for inquiry, experimentation, reflection, and collaborative planning
- ❑ Collective accountability and individual responsibility
- ❑ Authentic and meaningful assessment of progress – teachers and children
- ❑ Strong leadership support
- ❑ Stable settings allowing routine/regular frequency

(Dufour and Eaker, 1998) (Carroll, Fulton, & Dooer, Eds., June 2010)

Protocols: Tools to Promote Teacher Collaboration

What are protocols?

- A protocol is a structured process or a set of guidelines to promote meaningful, efficient, and effective communication, problem solving, and learning during Teacher Collaboration.
- Protocols provide *step by step guidelines* that groups follow during discussions of data, the sharing of practices, engaging in inquiry, reflecting and analyzing, and planning for improvement.

Purpose and Power of Protocols



- Promote substantive in depth conversations about a topic
- Ensure conversations remain focused and productive
- Nurture culture of collegiality, trust and mutual appreciation
- Build skills essential to effective collaboration
- Ensure everyone has an opportunity to contribute
- Encourage active respectful listening among all participants
- Provide a safe space to share and discuss work
- Allow difficult questions to be raised in constructive ways
- Eliminate unhelpful excuses/complaints about child behavior
- Facilitate learning about and improving teaching practice
- Focus on goals, solutions, innovations, and results

Let's Observe again...



- How did the protocol focus and advance the discussion of the child video?

Teacher Collaboration Format: Lesson Study

The *Lesson Study* format effectively supports teachers to develop both content-based curriculum (language, literacy, math, science) **and** corresponding high-impact instructional supports.

- This format supports teachers with thinking deeply about:
 - ▣ content-based learning goals for children,
 - ▣ progress children are/are not making towards these goals,
 - ▣ Cycle of planning interactions and instructions based on
 - Learning goals,
 - Progress data, **and**
 - Careful observation of *children's engagement and learning in response to the experiences/instruction teachers plan collaboratively. Then, recycle.*

Protocol: The “Ladder of Feedback”

Dilemma: How can we provide valuable feedback to our colleagues during Lesson Study or other collaboration formats when we are sharing and discussing practice?

- If we only offer our colleagues general and supportive comments, our colleagues may feel good, but not learn much.
- It can feel risky to provide our thoughts on someone else's process or offer suggestion.
- One way to deal with these risky feelings is to follow a process for sharing, understanding, and responding to colleagues.

Ladder of Feedback Steps



Present

Reflect

Step 1: Clarify

Step 2: Value

Step 3: Offer Wonderings and Concerns

Step 4: Suggest

Step 5: Thank

Let's Observe!

- Video of infant and toddler teachers at the Educare of Miami Dade engaging in a session of Lesson Study using the Ladder of Feedback.

- **Look, Listen, and Jot Down!**
 - ▣ Do you see and hear the group following the steps of the Ladder of Feedback protocol?
 - ▣ How did this support the inquiry and learning of the presenter and the group?

Small Group Discussion Protocol



Please use the following version of the Ladder of Feedback protocol to discuss the Educare of Mimi-Dade Lesson Study video.

☐ Step 1. Value

- ☐ What do I value about the process and the interaction I just observed?

☐ Step 2. Clarify

- ☐ What clarifying questions do I have about the protocol and its use?

☐ Step 3. Concerns

- ☐ What are my concerns or wonderings about this protocol and using it in my program?

☐ Step 4. Applications

- ☐ What are my ideas for how we might use this format and this kind of protocol?

Getting Teacher Collaboration Started - Leadership is the Driver of Change!

“Once you get it started, teacher collaboration has its own generative power because peers are positively influencing peers through transparent, purposeful, and energizing interaction.” - Hargreaves & Fullan

“Efforts to strengthen the professional capabilities of staff are much more likely to succeed in a context where leaders encourage broad involvement while also working to guide and coordinate activity around a coherent vision for instructional improvement.” - Bryk et al

Hargreaves, A. & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. New York, NY: Teachers College Press.

Bryk, A. Sebring, P., Allensworth, E., Luppescue, S. & Easton, J. (2010). *Organizing Schools for Improvement*, University of Chicago Press, Chicago, IL.

The Five Essentials Support: An Organizational Framework for Continuous Learning and Improvement

Adapted for Early Childhood Education with permission: Bryk, A. Sebring, P., Allensworth, E., Luppescue, S. & Easton, J. (2010). *Organizing Schools for Improvement*, University of Chicago Press, Chicago, IL.



Leaders use supervisory resources, performance feedback, professional development, and social-relationships within the staff to continuously build professional capacity. They work together with staff to define their learning goals and strategic focus for improvement, and to solve problems. Leaders protect time and structure routines for learning and collaboration in which teachers review data, reflect, examine practice, and plan for improvement. All staff work in collaboration to promote their own and their colleagues' professional growth. In such schools, teachers and staff are committed to the school, one another, and the students and families; are active partners in school improvement; and focused on continuous professional learning and improvement.


Leaders establish a strategic focus on children's health, learning, development, and school readiness, and they *support teachers to be effective in their work*. In daily activities, they build and maintain mutually *trusting and respectful relationships*. They hire staff who are determined to continuously improve learning opportunities and outcomes for young children and families. They set high goals for quality interactions and instruction. They *galvanize staff activity*, programs, and resources towards a vision for sustained learning and improvement. They *enlist teachers in improvement efforts*. They support professional development for faculty and staff that *improves practices and children's learning*. They practice *shared leadership* and cultivate a cadre of leaders among teachers, parents, and community. They secure and manage resources for sustained program improvement.

Small Group Discussion:

Thinking Together About First Steps...

- What “meeting times” already exist in your program that could be collaboratively restructured into an embedded professional development opportunity?
- ▣ Could a portion of a meeting be *routinely dedicated* to staff reflection, discussion, and collaboration around the current work?
- ▣ How could staff be enlisted in the effort to find time for collaboration?

Leader Voices: Problem-Solving Inclusively to Make Time for Teacher Collaboration



“We are challenged. How do we gain time for teacher learning? Now we know we must solve that together with the staff.”

Key Ingredients of Teacher Collaboration

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Small Group Discussion:

Thinking Together About First Steps...


- What data is available that could be explored (using a protocol 😊) with staff and used to establish a couple *teacher learning, collaboration, and improvement goals* for the year?

Resources



- Data dialogue
- Collaboration
- Five Essential Supports

Closing Reflections- Your Knowledge



Think back to the beginning of our session and the multiple ways you support your staff to be effective in their work...

- ▣ What knowledge have you gained today that will influence your list?

Closing Reflections-

Supports for Your Transfer to Practice



“It’s Time to invest and reinvest in your own and your colleagues’ professional capital – for the good of yourself and your whole profession.”

-Hargreaves & Fullan

- What support do you need to transfer this knowledge to practice?

Contact us with Questions!



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