

# Teacher Led Professional Development



[HOME](#) [HOW WE WORK](#) [ABOUT US](#) [TEACHER VOICES](#) [GET INVOLVED](#)



**Welcome to Teaching Lab**

---

# Most PD Does Not Work.

- The US spends ~\$18 billion annually (>\$5000 per teacher per year) on teacher improvement (Gates 2014)
- “nearly 7 out of 10 teachers remained constant or declined over the last two to three years” (TNTP 2015)
- Of 1,343 studies of PD, only 9 found positive impact on student achievement using rigorous evidence (Guskey & Yoon 2009)

# What DOES work in professional learning?

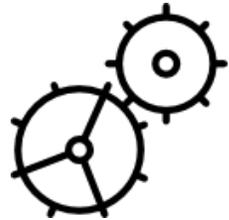
## Three Key Factors:



**Head: Content and Curriculum** build our knowledge of research-based practice



**Heart: Peer-led community** creates buy-in



**Habits: Cycles of Inquiry** turns theory into classroom practice

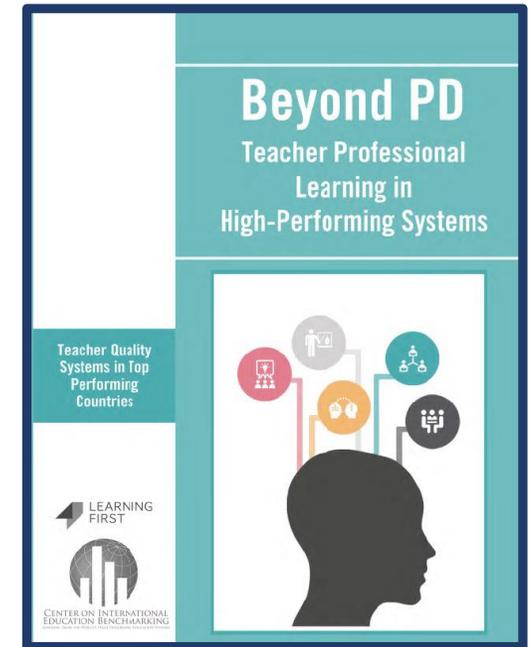
# Don't Take Our Word For It



“What Works In Professional Development”  
Guskey and Yoon 2009



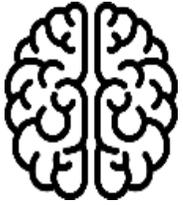
“The Missing Link in School Reform”  
Leana 2011



“Beyond PD”  
Jensen et al 2016



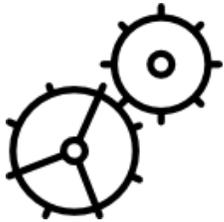
# Our Model for Effective PL: Head, Heart, Habits



**Head: Content and Curriculum** build our knowledge of research-based practice



**Heart: Peer-led community** creates buy-in



**Habits: Cycles of Inquiry** turns theory into classroom practice

# Head: Why?

## Effective professional learning...

- Builds pedagogical content knowledge (Guskey and Yoon 2009)
- Aligns to standards and curriculum (Darling-Hammond 2009)
- Teaches evidence-based practices

# What is “pedagogical content knowledge?”

## Pedagogy:

“I know how to group students for discussions.”

## Pedagogical Content Knowledge:

“I know the best question to ask to provoke a thoughtful discussion about the opening passage of *The Great Gatsby*.”

# How Important is Curriculum?

**“There is strong evidence that the choice of instructional materials has large effects on student learning – effects that rival in size those that are associated with differences in teacher effectiveness.”**

Chingos & Whitehurst,  
*Choosing Blindly: Instructional Materials, Teacher Effectiveness,  
and the Common Core*

# The Power of Curriculum-Based Professional Learning

**“Done right, professional learning linked to curriculum can lead to transformational changes in teaching and learning.”**

*Practice What You Teach*  
Ross Wiener and Sue Pimentel  
The Aspen Institute, Fall 2017

# Head: What it looks like

- Professional learning should be centered on rigorous, standards-aligned, content-specific practices.
- Ideally, these concepts are all anchored in a high-quality curriculum or instructional materials.



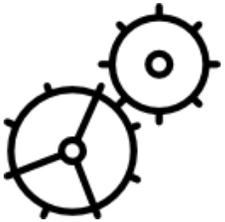
# Our Model for Effective PL: Head, Heart, Habits



**Head: Content and Curriculum** build our knowledge of research-based practice



**Heart: Peer-led community** creates buy-in



**Habits: Cycles of Inquiry** turn theory into classroom practice

# Heart: Why?

## Effective professional learning...

- Builds relationships among teachers (social capital) (Leana 2011)
- Is relevant to teachers' work (Darling-Hammond et al. 2009)
- Supports teacher agency and teacher leadership (Calvert 2016)

# What is “Social Capital?”

*In other words...*

How strong are the relationships between teachers?

# Heart: What it looks like

- Teachers identify their own and student needs
- Teachers work collaboratively in communities to meet those needs
- Teacher agency creates buy-in



# What It Feels Like



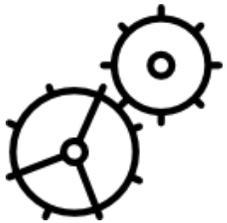
# Our Model for Effective PL: Head, Heart, Habits



**Head: Content and Curriculum** build our knowledge of research-based practice



**Heart: Peed-led community** creates buy-in



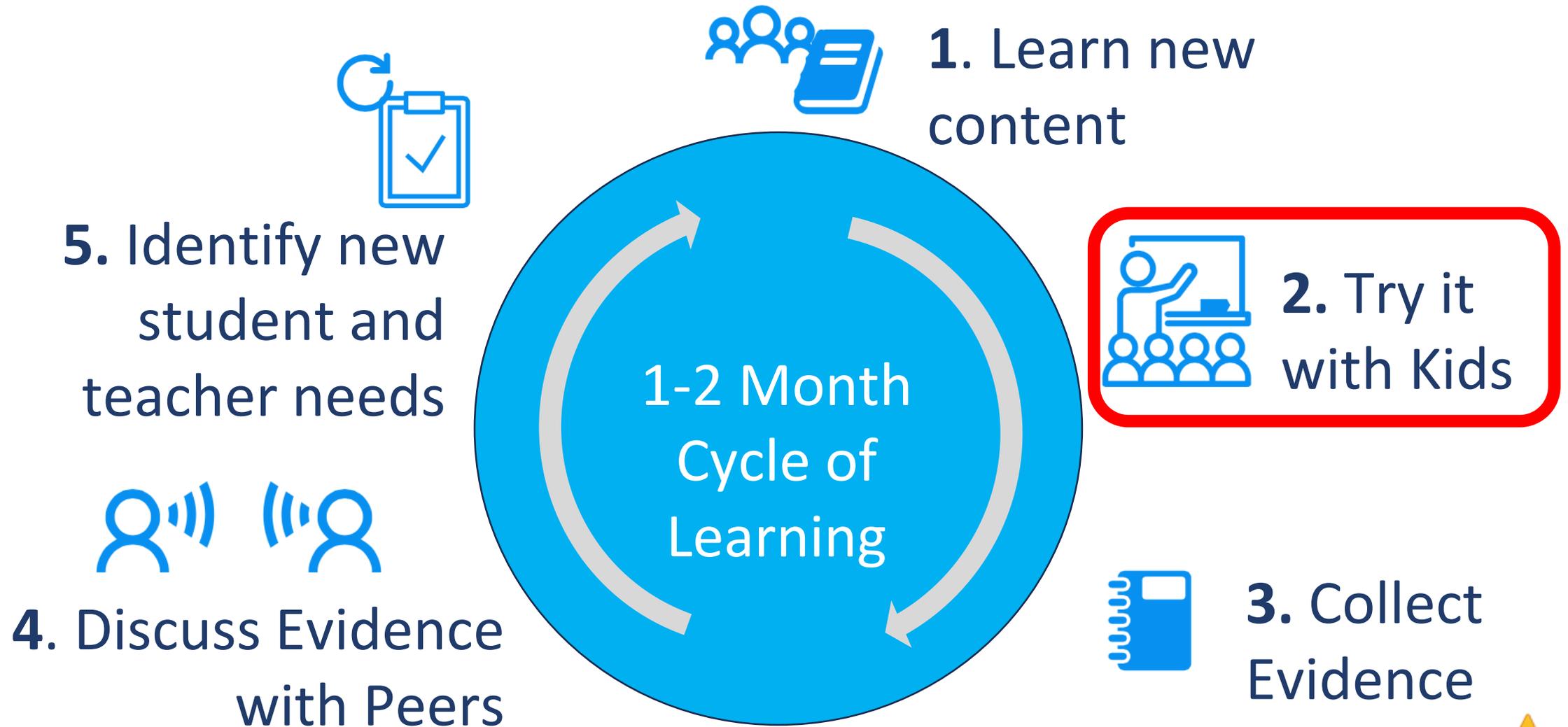
**Habits: Cycles of Inquiry** turns theory into classroom practice

# Habits: Why?

## Effective professional learning...

- Uses a cycle of inquiry (Jensen et al 2016)
- Provides opportunities to practice teach (Ericcson et al 1993)
- Offers 30+ hours of professional learning time; 45 hours ideally (Guskey and Yoon 2009)

# The key to changing practice...



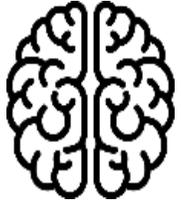
# Habits: What it looks like

- Cycles of inquiry help **change practice**
- Repeated practice, with real students, which helps turn new ideas into habits that stick
- Sustained time spent on the same topic in order to deepen learning
- Analysis of evidence of student learning in order to determine if changes **actually worked**

*“Professional learning without kids is like swimming lessons without water.”*



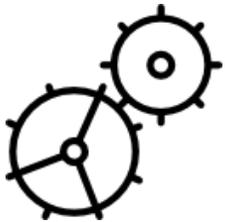
# Putting the Pieces Together



**Head: Content and Curriculum** build our knowledge of research-based practice



**Heart: Peer-led community** creates buy-in



**Habits: Cycles of Inquiry** turns theory into classroom practice