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
“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
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*.”
“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*
“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
• 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…

1. Learn new content

2. Try it with Kids

3. Collect Evidence

4. Discuss Evidence with Peers

5. Identify new student and teacher needs

1-2 Month Cycle of Learning
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 if 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