

Teacher Led Professional Development



Teaching Lab

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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?

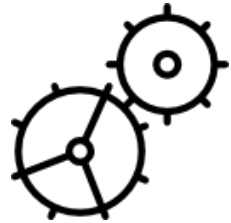
Three Key Factors:



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

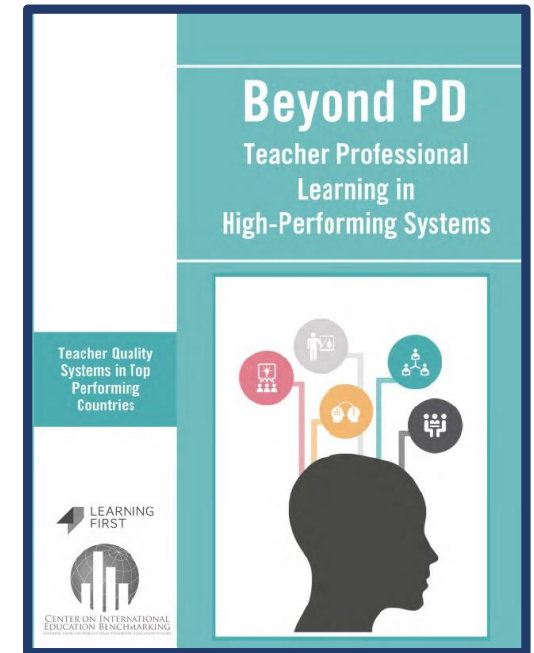
Don't Take Our Word For It



“What Works In Professional Development”
Guskey and Yoon 2009



“The Missing Link in School Reform”
Leana 2011



“Beyond PD”
Jensen et al 2016



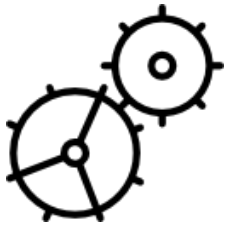
Our Model for Effective PL: Head, Heart, Habits



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.



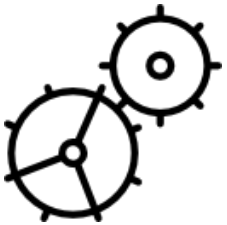
Our Model for Effective PL: Head, Heart, Habits



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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



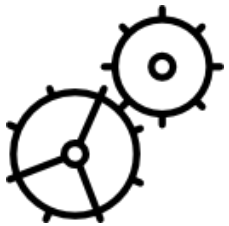
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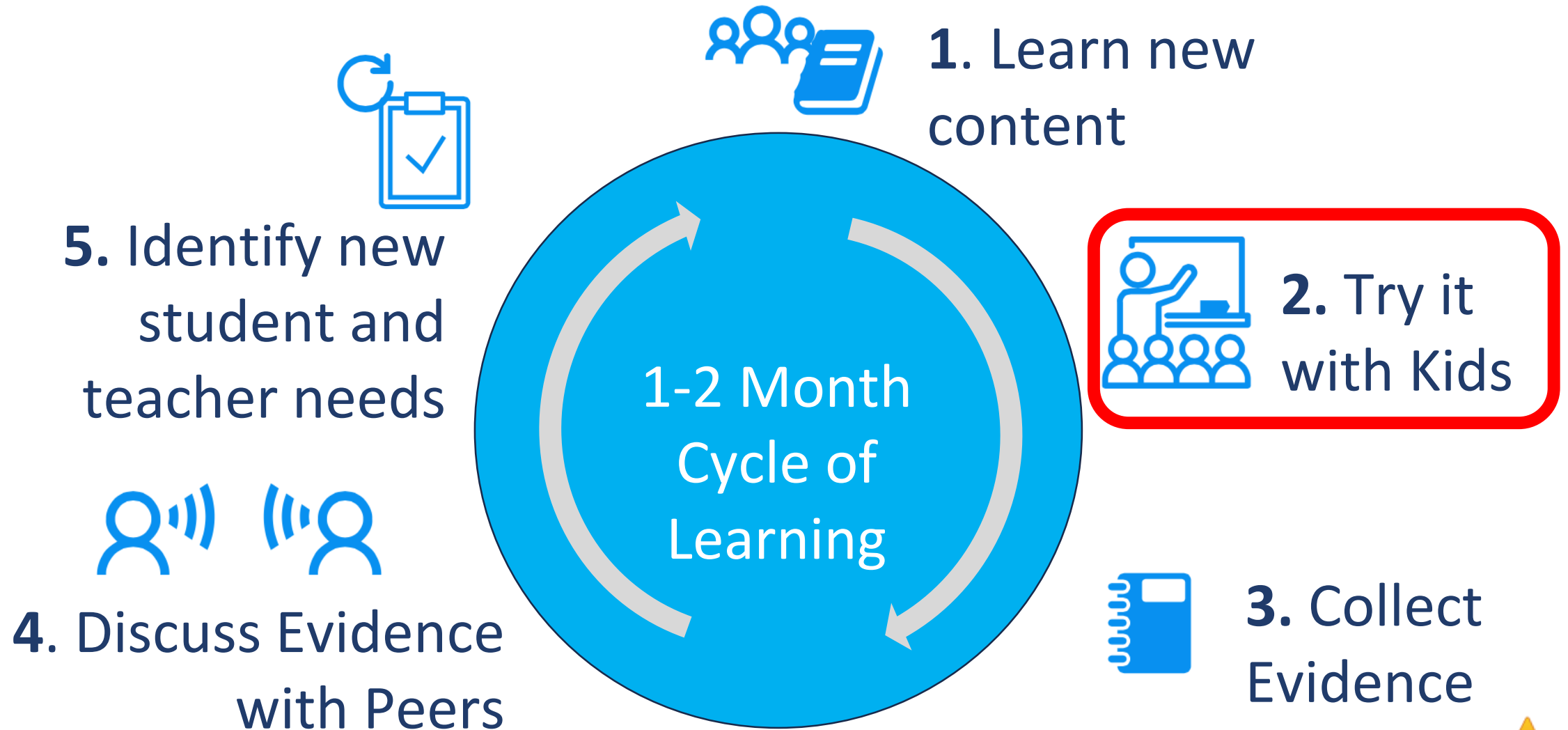
Habits: Cycles of Inquiry turns theory into classroom practice

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.”



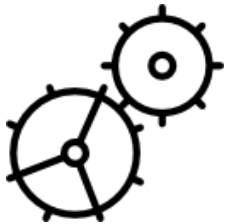
Putting the Pieces Together



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