

Title of Class: **Designing Professional Learning that Impacts Student Achievement (12508)**

Learning Design: **Critical Friends**

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Impact

- Participants have begun to change the conversation, expectations and the design of professional learning for the upcoming school year.
- Participants' school leadership teams and School Based Planning Teams were included in our growth.
- We have a strong knowledge of the Standards for Professional Learning.
- We learned how to become more proficient in our use of the RCSD Learning Designs and Protocols as well as explored adult learning theory.
- This information will enable us to more readily identify the professional development needs for our schools – addressing deficiencies and leveraging strengths.

Sharing the Expertise

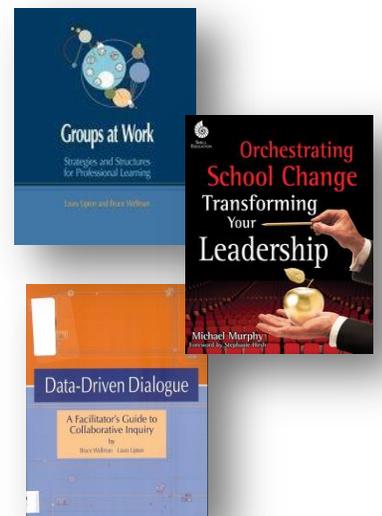
Our work then moved to the study of the Standards for Professional Learning (Learning Forward) and the Rochester Professional Learning Designs and Protocols. Participants were at different stages in their knowledge of the Standards, Learning Designs and Protocols at the start of the experience with most rating the three topics 'a stretch rather than as a strength'. By the time our 'official' work concluded, the ten school leaders who joined me in this course of study, had designed several opportunities to present their new learning to the members of their educational communities. The participants, who engaged in this work, used the Critical Friend's Learning Design, to gain a deeper understanding of:

- ✓ their personal Leadership style
- ✓ the standards for professional learning
- ✓ the RCSD Learning Designs
- ✓ RCSD Protocols: Looking at Student Work & Peer to Peer Feedback

Participants were supported with and challenged to turnkey this knowledge by sharing their new understanding with the key stake holders on their own campuses. School leaders had the option to start with their school based leadership teams or their School Based Planning Teams. Some participants felt this experience and knowledge would significantly transform adult learning in their schools and chose to share this information building wide on Superintendent's Conference Day. The responses from School Leaders and their school communities indicate the foundation is in place to implement the RCSD Learning Designs and protocols in 2015-2016 on their school campus.

Class Description

Participants will read, learn, and assess their leadership style, unpack the Standards for Professional Learning and improve their group facilitation skills using a variety of texts and resources. At the end of the course, they will be able to: build capacity; turnkey this learning and utilizing their foundational understanding of the professional learning standards, and know the learning methods and protocols used in the district to improve student achievement.



Identified Need

Feedback from the DTSDE and Principal Evaluation, demonstrate a gap in Tenet 3. Schools have a structure for grade level meetings, common planning and professional development; however these trainings have not had a sufficient impact on instructional practices and students' learning experiences in the classroom. School leaders, and their faculty and staff, require job embedded professional development that is relevant, aligned to the standards, supported and differentiated based on where the adult learner is in his or her practice for growth to occur.

Reflections

"That was really eye-opening; I'm going to use this exercise on supt. conference day."

"I will share this info w/SBPT to be able to speak with one voice when approving professional development; how can I move my faculty to more appropriate PD?"

Exit Tickets

"This speaks to the impact of the group's composition and the role group dynamic plays in the effectiveness of a team."

"The learning designs provide effective and purposeful professional learning; we need to begin looking at Professional Development through lens of the standards for professional learning."

Implications for future Professional Learning Opportunities for administrators, educators, staff, etc. (Next Steps)

- ✓ The RCSD has a wealth of expertise; reforming professional learning will lead to growth instead of a constant search for change.
- ✓ School leaders, as well as their faculty and staff, crave job embedded professional development that is relevant, engaging, supported and differentiated based on where the adult learner is in his or her practice.
- ✓ The participants were inspired by this rich opportunity to sit shoulder to shoulder, peer to peer, learning and growing together.
- ✓ Our vision is to redesign professional learning to include support for implementing effective practices. This will have a significant impact on student achievement.