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Recalibrating Professional Development for Teacher Success

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Anthony Rebora
Managing editor of Education Week Teacher and the Teacher Professional Development Sourcebook.

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Recalibrating Professional Development for Teacher Success

**Expert Presenters:**

**Joellen Killion** is the deputy executive director for Learning Forward, a nonprofit membership association focused on improving professional learning for teachers. She is the author of a number of books and studies on successful teacher professional development models and has extensive experience in professional development planning, design, implementation, and evaluation both at the school and system levels.

**Robert Pianta** is the dean of the Curry School of Education at the University of Virginia and director of the school’s Center for Advanced Study of Teaching and Learning. He has more than 15 years of experience studying student-teacher interactions and, along with a team of researchers, has created detailed professional development frameworks for improving school and classroom experiences. Pianta was featured in a 2008 Malcolm Gladwell *New Yorker* piece exploring what it takes to identify and develop successful teachers.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24hrs.
Recalibrating Professional Development for Teacher Success

Standards-based
  Context
  Process
  Content

Results-based
  Change in teacher practice
  Change in student achievement

School-based
  Linked to school improvement goals
  Linked to districtwide initiatives
Recalibrating Professional Development for Teacher Success

Collective participation
  Driven by team goals for student achievement
  Driven by teacher goals for change in practice

Content-focused
  Aligned directly to the specific curriculum teachers are responsible to teach

Sustained over time
  49 hours associated with 21 percentile point achievement gain

Active engagement
Figure 1: Backmapping Model for Planning Results-Based Staff Development

INCREASING
STUDENT
ACHIEVEMENT

STEP 1
Analyze
Student
Learning
Needs

STEP 2
Analyze
School/
District
Context

STEP 3
Develop
Improvement
Goals

STEP 4
Identify
Educator
Learning
Needs

STEP 5
Review
Results-Based
Staff Development
Interventions

STEP 6
Plan Intervention
Implementation
and Evaluation

STEP 7
Implement,
Sustain,
and Evaluate
Staff Development
Intervention

BACKMAPPING MODEL FOR
PLANNING RESULTS-BASED
STAFF DEVELOPMENT

PATHWAY TO INCREASING
STUDENT ACHIEVEMENT

Killion, J. (2002). What Works. NSDC.
Individually focused

Based on individual performance in relationship to performance standards
School and Team Based
Focused on goals for student achievement
Program Implementation

Common Core State Standards
Assessment systems
Teacher effectiveness measures
Response to intervention

www.learningforward.org
Professional Development in action

http://www.learningforward.org/standfor/definition.cfm
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- Technology Training & Support
- Assistive Technology Training & Support
- Blended Professional Development
Recalibrating professional development for teacher success

Robert C. Pianta, Ph.D.
Dean, Curry School of Education
Director, Center for Advanced Study of Teaching and Learning (CASTL)

Issues in teacher performance assessment

- Accountability moves to teachers
- Assessment of teacher performance – needs for instruments, properties, decision-making, professional development
- Stakes aligned with measures: Incentives (merit pay, credit), licensure/certification, sanctions
- Human Capital Management Systems - organizers
- Importance of a standardized lens for coherent view of teaching – scalable, reliable, valid
Decision-making at various levels

- Hiring? Tenure? Dismissal?

- Choices about performance assessment:
  - Observation or only VAM?
  - Known technical properties or unknown?
  - Proven effective or home-grown?
  - Linked to student growth?
  - Aligned with PD or not?
  - Embedded in HCMS?
  - Costs in relation to replacement of existing procedures?
Student-teacher interactions and schools

- Interactions with adults form “infrastructure” for school success:
  - Self-regulation, emotional self-control
  - Task orientation, persistence, motivation
  - Cognitive processes, language

- Instruction is, in part, a social process:
  - Interactions with teachers are a “medium”
  - Good “instruction” is embedded in relationships and interactions

- Interactions operate across content
Leveraging teachers as game-changers

- Test-scores cannot produce effective teachers – posting scores, firing teachers won’t fix this. Need to focus on how HCMS drives production of effective teaching.

- Right now a good teacher is a matter of luck.

- Measurement and production. Develop valid, effective tools and management systems for districts.

- Observe teacher behaviors that link to learning – Prove they matter and replicate at scale.


- Right now a lot of slippage and few links
Can observational measures be useful?

- For policy ➔ Scalable, reliable, valid, coarse distinctions
- For program / professional development ➔ Reliable, valid, articulated in experience of practitioners
- Scale ➔ Operate consistent across exceptional variation
  ➔ Reality of program / classroom is variation
  ➔ Need for technical support and training infrastructure
  ➔ Web solutions
- Standardization is key
Observation: Technical properties, inferences

- Detailed manual describing codes/procedures
- Master-coded video segments/certification
- Central training of observers live or web
- Designed for typical day/classroom setup
- Reliable and Valid (national-level studies, all grades). Technical properties support inferences for hiring, firing, tenure, pay, PD
- Critical that research evidence supports reliability and validity – defensible decisions
Alignment with professional development

- How observational measures can align with professional development
  - Avoid compliance to meet minimum behavioral standards (e.g., ask three open-ended questions)
  - How to share data — Are scores meaningful to teachers?

- Key feature of alignment is focus on defined, observable, valid examples of effective teaching as starting point

- Goal is to produce better teachers
Aligned PD: MyTeachingPartner (MTP)

- Connecting outcomes and inputs - Alignment
- Classroom Assessment Scoring System (CLASS) – specific definitions of interactions
- MTP Video Library – analysis of others’ interactions
- MTP Coaching – ongoing analysis/feedback on own interactions
- MTP Course – knowledge and analytic skills
- All tested in RCTs
Findings: Effects of MTP support

- **Teachers with MTP coaches**
  - Grew more sensitive in interactions with students
  - Increased students’ engagement in instruction
  - Improved language stimulation techniques
  - High-poverty classrooms benefit a great deal
  - Early career teachers benefit from coaching and video

- **Children with MTP teachers**
  - Made greater gains in tests of early literacy
  - Experienced lower levels of problem behavior
  - Demonstrated higher levels of expressive language
MTP in high school – Gap-closing teachers

- Same approach – MTP coaching, video library
- Randomized evaluation study – >100 classrooms
- 6th-11th grades, all content areas
- Teachers improved instruction; kids more attentive, engaged
- Average student with MTP-coached teacher improved 35th-60th percentile on state high-stakes standards tests
Performance assessment across levels

- Levels of assessment – state systems, district, school, classroom
- Consequences and actions – accountability (all levels), capacity development (district/school), professional development (teacher)
- Data collection, feedback systems, quality improvement resources need to align levels and actions
- Don’t confuse level of assessment and action
Data systems and feedback

- **Systems-level monitoring →** District/school-level feedback
  - Aggregate reporting
  - Careful about use for individuals

- **District/school-level assessment →** Individual-level feedback
  - Systems monitoring data
  - Higher-density assessments across all sub-units (e.g., classrooms)
  - Linked to PD for individuals, PD plans, incentives
  - Capacity development is a big issue
Data systems and feedback

- **Individuals/classrooms**
  - Need actionable, aligned feedback
  - Take care if accountability is aim
  - Quality and applicability of assessment/s
Implications for P-12 – Experience, results

- Standardized, valid observations can be scaled and integrated into human capital management and PD

- Focus measures and PD on teachers’ interactions with children—common language and aligned PD

- Aligned PD improves interactions and student outcomes – experimental studies

- Incentives, supports, and targets for teacher behavior/performance in classrooms

- We can build a better teacher

More information: pianta@virginia.edu; www.mtpsecondary.net; www.teachstone.org
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