



# Coalition of School Administrators Conference

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Presentation: All That Glitters Is Not Gold  
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# The Focus

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning



# The Question -

## Why is Professional Development important for school improvement?

Take a minute to write on a postcard three things that have worked as you have designed and implemented PD presentations at your site and three things that have been barriers for a quality professional development program at your site.



# The Question: Different Points of View

- ✓ Do you know a teacher who feels burdened by their regular classroom preparation and may believe they cannot spend additional time on personal growth?
- ✓ Do you know a teacher who as they approach retirement has lost interest in professional growth?
- ✓ Do you know a teacher that may feel torn between their classroom responsibilities and their desire for professional development?



## The Question: Different Emphasis

Professional Development must shift its emphasis from working **on** teachers to working **with** teachers toward improvement of teaching and learning for all students.



# Presentation Outline

**What are the goals for effective professional development?**

**What are some of the policy and governance issues linked to systemic change?**

**How can adults continue to learn and grow professionally?**

**How can we build learning communities for improvement?**



# What are the Goals for Effective Professional Development?

- Professional development enriches teaching and improves learning for all students
- Professional development supports teacher development, both as individuals and as educators
- Professional development is considered a central part of teaching – as vital as classroom instruction
- Professional development is job-embedded and inquiry-based
- Professional development is based on goals in the EPSS
- Professional development supports systemic change



# What are some of the policy & governance issues linked to systemic change?

## A Model of Teacher Change

Professional  
Development

Change in Student  
Learning Outcomes

Change in Teachers  
Beliefs and  
Attitudes

Change in Teachers  
Classroom Practices



What are some of the policy & policy and governance issues linked to systemic change?

### The Model of Change

“Significant change in teachers’ attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning.”

- Classroom practice
- New instructional approaches
- Use of new materials or curricula
- A modification in teaching procedures or classroom format.



# How can teachers continue to learn and grow professionally?

## Teachers In Action

### The Benefits:

Opportunity for financial incentives to teachers and administrators

Opportunity for time to plan, collaborate and learn from peers

Opportunity to access coordinated and research-based professional development tied to instructional needs and your school's EPSS

Opportunity to implement strategies and methodology learned through professional development

### The Options:

15 hour online course, collaboration and planning time with colleagues and administration

45 hour online course, collaboration and planning time with colleagues and administration

In concert with the administration, the teacher designs an individual plan of study that mirrors topics provided on-line and a plan for strategy implementation

### The Offer:

Opportunity to focus on **YOUR** Professional Development in support of **YOUR** focus on student achievement!



# How can teachers continue to learn and grow professionally?

## Example of Job Embedded Professional Development

CaseNEX supports educators through an online, case-based approach. Multimedia cases, or "slices of life," form a realistic connection between professional learning and the complex school environment. The CaseNEX problem-solving model is engaging, collaborative, and effective.



# CaseNex: 5 Step Methodology

1. Issues: identify facts, issues, problems, dilemmas, or opportunities present in the case
2. Perspectives: account for different perspectives or values of people who are represented in the case study
3. Knowledge: describe the practical and theoretical knowledge that might be relevant to issues and raise questions about additional knowledge/data that might help inform decisions
4. Actions: describe possible courses of action that might be taken if the challenges were faced by the student
5. Consequences: predict the likely results of proposed actions



# CaseNex Course Examples

- ESOL Instructional Strategies
- Narrowing the Achievement Gap by Addressing Diversity
- Differentiating Instruction: Addressing Culture, Learning Styles and Multiple Intelligences
- Literacy Differentiation
- Math Methods



# Participating CaseNex Districts

CA DISTRICTS Participating in Teachers In Action Project (representing 37 schools, 560 participants)

- Albuquerque Public Schools
- Belen Consolidated Schools
- Bernalillo Public Schools
- Central Consolidated Schools
- Cuba Independent Schools
- Gadsden Independent School District
- Gallup McKinley County Public Schools
- Santa Fe Public Schools



# Teachers in Action Survey Results

## What topic did your group address in your CaseNex course?

Casenex Course	Number of Participants	Percentage (%)
Math	12	16%
Reading	13	18%
ESOL	4	5%
Designing Technology	8	11%
Narrowing the Gap	2	3%
Classroom Management	1	1%
New Teachers: Classroom & Behavior Management	1	1%
Classroom Management	0	0%
Spanning the Spectrum	4	5%
Differentiation Grouping	13	18%
Using Data to Drive	6	8%
Differentiating Culture	4	5%
Literacy Differentiation	5	7%
<b>Total</b>	<b>73</b>	<b>100%</b>



# Teachers in Action Survey Results

## How often did your group meet?

Once A Week		46	74%
Once a Month		4	6%
Twice a Month		4	6%
More Than Twice a Month		8	13%
<b>Total</b>		<b>62</b>	<b>100%</b>



# Teachers in Action Survey Results

## 2. Were you part of a collaborative group at your school?

Yes		62	85%
No		11	15%
<b>Total</b>		<b>73</b>	<b>100%</b>



# How can we build learning communities for improvement?

## Features of Effective Learning Experiences

- Are teachers part of planning their own learning experiences?
- Are there opportunities for teachers to hold small group discussions; present lessons; solve problems?
- Are teachers encouraged to reflect, wonder, suppose, predict?
- Is the learning environment collegial? Do learners learn from one another?
- Are teachers experiencing success?



# Putting it all together...

Professional Development is:

- High quality, sustained, intensive and focused on the classroom
- Innovative, practical, collaborative
- Impacts teacher behavior and student achievement

A **CLASS** ACT



# CLASS

## Collaboration, Leadership and Accountability for Student Success

- New and improved school improvement framework
- District and School Table of Responsibilities
- District Criterion and Rubrics
- School Criterion and Rubrics



# Exemplar: Dynamic & Distributive Leadership: sample

1.9 The school leadership team provides job-embedded professional development to support teachers and other instructional staff in helping all students achieve.

Does Not Meet	Partially Proficient	Proficient	Exemplary
<ul style="list-style-type: none"> <li>The school leadership team provides professional development to teachers and other instructional staff with no particular regard for its impact on student achievement.</li> <li>The school leadership team makes few or no efforts to deepen teachers' and other instructional staff's content knowledge or instructional skills.</li> </ul>	<ul style="list-style-type: none"> <li>The school leadership team provides professional development to teachers and other instructional staff with some regard for its impact on student achievement, though the link is not necessarily to the greatest need.</li> <li>The school leadership team makes some effort to deepen teachers' and other instructional staff's content knowledge and/or instructional skills, but the effort may come from teachers using their own resources.</li> </ul>	<ul style="list-style-type: none"> <li>The school leadership team provides professional development to teachers and other staff that directly addresses the learning needs of all students in the school.</li> <li>The school leadership team makes a strong effort to deepen all teachers' and other instructional staff's content knowledge and instructional skills.</li> <li>The school leadership team provides all teachers and other instructional staff with time and/or resources to pursue professional development and apply what they have learned in their classrooms.</li> </ul>	<p>The school leadership team meets all of the requirements to score "proficient." In addition:</p> <ul style="list-style-type: none"> <li>The school leadership team plans professional development to meet the identified needs of incoming students.</li> <li>The school leadership team conducts evaluations of professional development and consistent monitoring of implementation to ensure that the professional development was effective.</li> </ul>



# Evaluating Professional Development

- Guskey argues that the most critical evaluation questions that need to be addressed in determining a professional development program's effectiveness should be asked in the planning stage.
- Planning more carefully and intentionally not only makes evaluation easier, it also leads to much more effective professional development
- Determining the best fit of a professional development, even for your local context, requires recognition, collection and analysis of the five critical levels of information (Guskey, 2002).
- Each of the levels are important in its own right. Each level provides different types of information that can be used both formative and summative ways.

Guskey, T.R., "Does it make a difference? Evaluating professional development". Educational Leadership v. 59 no. 6 (March, 2002) pp. 45 - 51



# Reflection

- Are you working **with** teachers to be part of their own learning experiences?
- Are you working with teachers to hold small group discussions; present lessons; solve problems?
- Are you encouraging teachers to reflect, wonder, suppose, predict?
- Are your teachers experiencing success?



# Question

Are you working **on** or **with** your teachers toward improvement of teaching and learning for all students?



# PED Contacts

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# Resources

CaseNex,LCC. (2002) University of Virginia. [www.CaseNex.com](http://www.CaseNex.com)

Beau Fly Jones. (NCREL, 1990) Excerpted from the video series *Restructuring to Promote Learning in America's Schools*, videoconference # 8, *The Meaning of Professional Development in the 21<sup>st</sup> Century*, North Central Regional Educational Laboratory, Oak Brook, Illinois

Darling-Hammond, Linda. (NCREL, 1990) Excerpted from the video series *Restructuring to Promote Learning in America's Schools*, video conference #8, *The Meaning of Professional Development in the 21<sup>st</sup> Century*.

Guskey, T.R.. (2002) *Teachers and Teaching: theory and practice*, Vol. 8, No. ¾, 2002.

Muncey &McQuillan. (1993) *Different Points of View*.

NM Framework for Professional Development. {22-1-5.Z NMSA}

Regional Laboratory for Educational Improvement of the Northeast and Islands: *Adults Continue to Learn and Grow* (1995)





# Thank You



Website:  
[www.ped.state.nm.us](http://www.ped.state.nm.us)