

VCASE

Leadership in an Era of Change

Leading Job Embedded Professional Development

May 26, 2005

We can each become transformational change agents. We do not need to be world leaders, leaders of an organization, or even the head of a family to do this. Each of us can make a significant contribution to positive change in ourselves, our relationships, and in any organization or culture in which we take part. . .

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—Robert Quinn

Key Activities

- Review and consider how to integrate several standards of professional development.
- Focus on...
 - Leadership
 - Adult learning
 - Design
 - Evaluation
- Gain interpersonal skills to support relationship building.
- Relate these tools to coaching as a process for relating.
- Reflect upon how you will use the information learned in this program.

Working Agreements

- **A**ppreciation for one another.
- **E**xchange ideas freely.
- **I**nfluence what we can.
- **O**pportunity to reflect.
- **U**nited in purpose.

None of us is as smart as all of us.

Pogo



NSDC's Standards for Staff Development Trainer's Guide
Stephanie Hirsch, 2001

Standards for Staff Development The Foundation for Our Work

**CONTEXT: Into what environment am I introducing this?
Where? Under what conditions?**

PROCESS: How?

CONTENT: What?

NSDC Standards for Professional Development

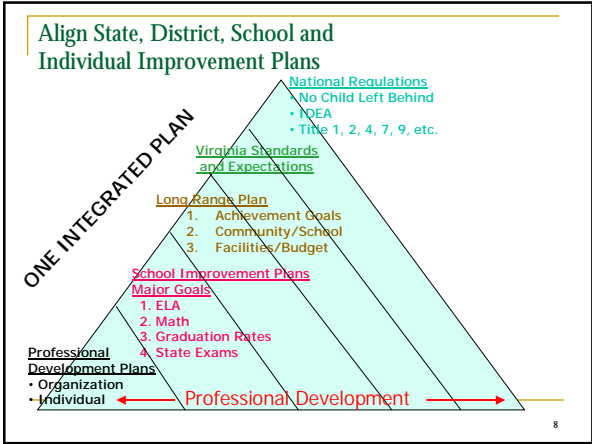
Context, Process, Content Framework for Organizing the Standards

Context	Process	Content
Learning Communities	Data Driven	Equity
Leadership	Evaluation	Quality Teaching
Resources	Research-Based	Family Involvement
	Design	
	Learning	
	Collaboration	

**Professional Development Standard
Leadership**

Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

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Five Leadership Characteristics
Kouzes and Posner

CHARACTERISTIC	LOOKS/SOUNDS LIKE
Model the Way	
Enable Others to Act	
Inspire a Shared Vision	
Challenge the Process	
Encourage the Heart	

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Leadership
The Leader-Manager by William Hitt

<p>QUALITIES OF A LEADER</p> <ul style="list-style-type: none"> ■ Creating a Vision ■ Developing a Team ■ Clarifying the Values ■ Positioning ■ Communicating ■ Empowering ■ Coaching ■ Measuring 	<p>QUALITIES OF A MANAGER</p> <ul style="list-style-type: none"> ■ Establishing a Philosophy of Management ■ Planning ■ Organizing ■ Staffing and Staff Development ■ Directing and Leading ■ Evaluating and Controlling Data
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**Professional Development Standard
Learning**

Staff development that improves the learning of all students applies knowledge about human learning and change.

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Adult Learning Theory & Principles

Consider the use of pre-work.	Emphasize how the learning can be applied.	Listen to and respect the opinions of learners.	Relate material to past learning experiences.	Allow debate and challenge of ideas.
Provide a safe, comfortable environment to practice new skills.	Encourage learners to be resources to you and each other.	Allow learners to make choices/decisions about their work.	Consider emotional, intellectual, physical and cultural needs of participants.	Ensure flexibility. Adjust your needs to meet theirs.
Debrief & reflect.	Ensure follow up support.	Provide for individual differences.	Foster independence.	Focus on real world problems.
Provide opportunities for participants to influence the program, the process and the evaluation.	Utilize a variety of techniques during instruction to match learning preferences and instructional design.	Consider multiple responsibilities of adults when determining time commitments.	Relate the learning to the learners' goals—adults learn what they consider important.	Be ready for the unexpected. Celebrate success. Use humor, have fun.

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Dialogue: Adult Learning

Choose one initiative that you are working on right now. Read through the principles of adult learning. Select 5 that will improve the quality of your initiative.

- 1.
- 2.
- 3.
- 4.
- 5.

"What we want for our children's education, we also provide for in teacher learning opportunities." (A. Hargreaves).

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"I wonder how many children's lives might be saved if we educators disclosed what we know to each other."



Roland Barth

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Professional Development Standard Design

Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

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Relationship Between Levels of Impact and Components of Training

(B. Joyce and B. Showers)

Level of Impact Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching Study Teams Peer Visits	90%	90%	80-90%

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Powerful Designs for Professional Learning

(Edited by Lois Brown Easton)

Accessing Student Voices	Action Research	Assessment as Professional Development	Class Discussions	Classroom Walkthroughs
Critical Friends Groups	Curriculum Designers	Data Analysis	Immersing Teachers in Practice	Journaling
Lesson Study	Mentoring	Peer Coaching	Portfolios for Educators	School Coaching
Shadowing Students	Standards in Practice	Study Groups	Training the Trainer	Tuning Protocols
Visual Dialogue	OTHER:			

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Promising Practices: A Variety of Formats

Action Research	In-basket Activities	Awareness seminars	Cadre of in-house trainers	Demonstration Lessons
Collaborative Teaching Experiments	Consultation/ coaching from outside expert	Teacher Reflection Logs/Journals	Collaborative Planning of Instruction	Developmental Work Assignment
Developmental workshops	Observation/ feedback by principal	Networks, networking Electronically	Curriculum development	Internet Research
Visits to Model Schools/ Projects	Attending or giving presentations at conferences	Membership in professional organizations	Leading School-wide Projects	Materials Display/ Bulletin Boards
Video/Audio Assessments	Job Exchanges	Field Trips	Mentoring	Study Groups
Peer Coaching Partners	Reading/ Writing Books, Journals	School Improvement Team	Scoring student assessments	Self assessment Instruments
Self Instruction Modules	Shadowing Experiences	Team Teaching	Coaching	Other:

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Dialogue

Choose three formats that might work for your group, discuss advantages and disadvantages. Choose the best format to meet the needs of your group.

Type	Advantages/ Disadvantage	Why Will this Format Work for your Group?

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Constructivist Staff Development

"Just as students need to think for themselves, so do teachers; and just as students need to be lifelong learners of new knowledge so do teachers. The way educators learn may be more like the way students learn than we previously thought....people learn best through thinking about and becoming articulate about what they have learned. Processes, practices and policies that are built on this view of learning are at the heart of a more expanding view of teacher development that encourages teachers to involve themselves as learners in much the same way they wish their students would."

Lieberman, 1995



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Professional Development Standard: Evaluation

Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

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Every system is designed to get the results it's getting.

Anonymous



NSDC's Standards for Staff Development Trainer's Guide
Stephanie Hirsh, 2001

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Evaluation of Staff Development (Killion, 2001)

FROM	TO
External driven and designed	Practitioner driven and designed
Summative only	Formative and summative
Event-based	Continuous and comprehensive
Looking for answers/solutions from others	Discovering/creating solutions and alternatives with others.
Feared	Embraced
Filed/Shelved	Used
Done as an afterthought	Planned from the beginning
Shallow treatment of lots of information	Intensive study of information that focuses on specific
Program focused	Resource focused
Presentation	Reflective dialogue
Isolated knowledge and skills about evaluation	Shared knowledge and skills about evaluation
Static	Dynamic

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Assessing Professional Development

Evaluating Professional Development, Tom Guskey, 2000

At the point of...

DELIVERY Did they like it?

KNOWLEDGE Did they learn it?

APPLICATION Are they using it?

RESULTS Did it impact

student learning?

ORGANIZATION SUPPORT/CHANGE

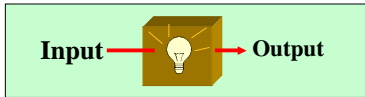
..... Did it impact the organization?

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Black Box Evaluations

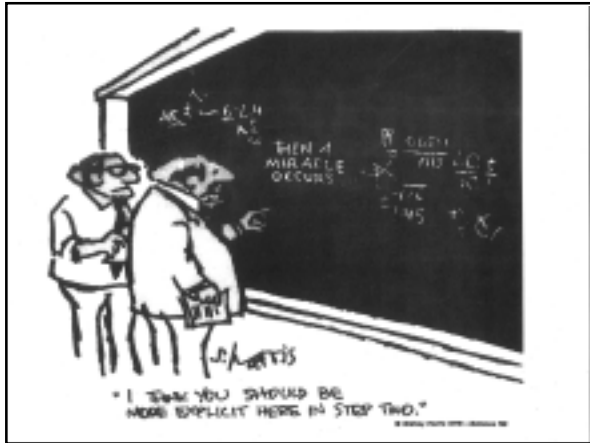
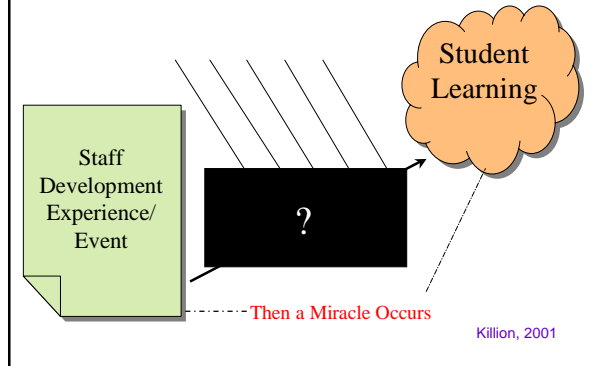


Glass Box Evaluations

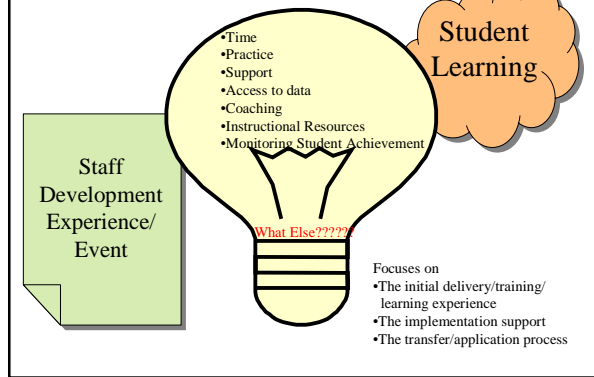


Assessing Impact by
Joellen Killion, pp. 26-28

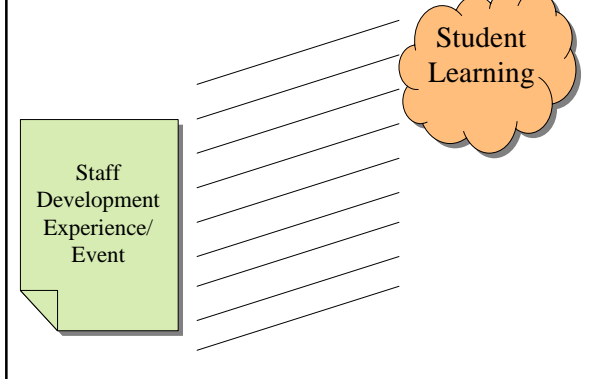
Black Box



Glass Box



What's in Your Glass Box?



Quick Write

Get down your thoughts about each of the following questions. Share and discuss.

- What are your goals when you work with your team? What kinds of things do you usually discuss? Are there topics that would be more beneficial?
- How often do you find yourself—just to be polite—saying things you don't mean?
- How often do you and your team put real concerns on the table in order to make the conversation more genuine?
- If nothing changes as a result of your conversations—what are the implications for your own success?

Susan Scott, *Fierce Conversations*, 2002

Terminology

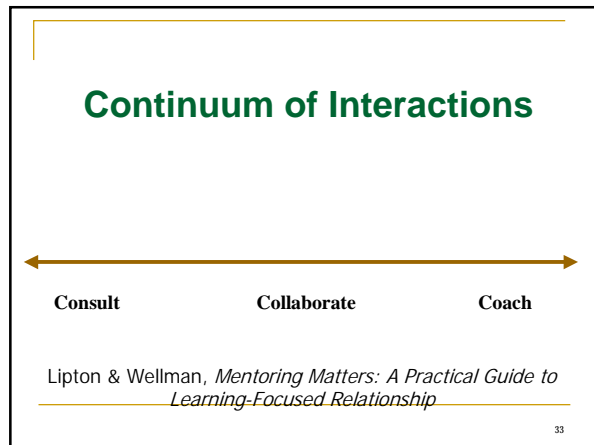
Terms	Who does this work?	What kind of work do they do?
Coaching		
Mentoring		
Instructional Coach (Reading, Math)		
Consulting		
Collaborating/ Facilitating		

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Terminology

Consulting	Coaching
Based upon diagnosed weaknesses	Based on strengths
Often focuses on the past	Present and future focused
Based on content and process expertise	Content free or content neutral Based on process expertise
Group or organizational focus	Individual focus
Expected to have or give answers	Listens Refrains from giving advice
Tell what they know	Set aside what they know to allow new, different, personal answers to arise from the client
Hired to "fix" perceived weaknesses for individuals or within groups/organizations	Hired to build upon perceived strengths of the individuals

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Consult

Inform
Purpose: Provide information, technical assistance, solve a problem, give advice
Focus: Includes logistical information on "how we do things around here," content and pedagogical knowledge
Actions: Providing resources, demonstrations (including model lessons), offering directions (completing forms, where to access resources, how-to's)
Language: <i>Pay attention to... it's a good idea to.... always... keep in mind</i>

Lipton & Wellman 34

Collaborate

Share
Purpose: Share ideas, to problem solve collaboratively
Focus: Reciprocal support for growth and improvement of practice
Actions: Brainstorming, co-planning/co-teaching, exchanging resources, action research
Language: <i>We might... Let's... How might this affect our...?</i>

Lipton & Wellman 35

Coach

Reflect
Purpose: To improve instructional decision-making and increase reflection on practice
Focus: Nonjudgmental support for planning, instruction, assessment, reflection, problem solving (cognitive aspects of teaching)
Actions: Learning focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and reconstruction
Language: <i>What might be some ways to...? What research supports your decisions to...?</i>

Lipton & Wellman 36

Essential Questions

- What is the role of coaches in promoting teacher growth and student learning?
- How do coaches influence teachers' behavior?
- What tools, strategies, and skills do successful coaches use in their work?

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This afternoon....

- Tools for Coaching, Part 1
- Tools for Coaching, Part 2

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Intentions...

What are the implications of these ideas for you?

-
-
-

I intend to....

-
-
-

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