

Teaching and Leadership Standards, The Principal's Responsibility for Focused Professional Development

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Welcome and Introductions

Purposes



- **Review** the Utah Effective Teaching and Educational Leadership Standards as **levers** for professional growth and improvement
- **Expand understanding** of how the teaching and leadership standards define a **principal's responsibility** for focused professional development.
- **Begin** developing a concise **professional learning plan** for your school targeted to improving teacher practice and increasing student learning.

Non-Purposes



- Learn the details of the Utah Effective Teaching and Educational Leadership Standards
- Discuss teacher and leader evaluation

Agreements



- Ask questions
- Engage fully
- Integrate new information
- Open your mind to diverse views
- Make learning relevant to you
- Utilize what you learn



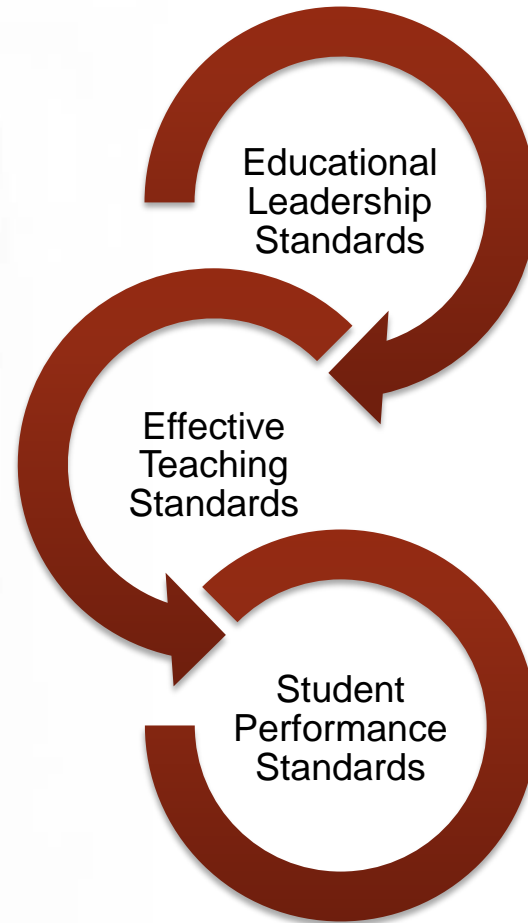


- **Never heard** of the teaching standards (Yellow)
- Have been **introduced** to the teaching standards (Green)
- Have **implemented** the teaching standards in my school (Blue)
- Could **conduct** professional development on the teaching standards (Purple)



**“Don’t just do something,
stand there!”**

More Rigorous Performance Standards for ALL





The Learner and Learning

- Standard 1: *Learner Development*
- Standard 2: *Learning Differences*
- Standard 3: *Learning Environments*

Instructional Practice

- Standard 4: *Content Knowledge*
- Standard 5: *Assessment*
- Standard 6: *Instructional Planning*
- Standard 7: *Instructional Strategies*

Professional Responsibility

- Standard 8: *Reflection and Continuous Growth*
- Standard 9: *Leadership and Collaboration*
- Standard 10: *Professional and Ethical Behavior*

An Effective Teacher



On a **PINK** Post-it: **Knowledge**

What should
an effective
teacher
know?

On a **YELLOW** Post-it: **Skills**

What should
an effective
teacher
be able to do?

1. Individual:

2 minutes

Write as many notes as
you can.

1 item/thought per note.

2. Partners:

3 minutes

Discuss your notes to
compare and contrast

3. Table:

5 minutes

Create a T-chart for
“Know” and “Do,”
List your group’s top 5
favorites for each





Standard 1: Visionary Leadership

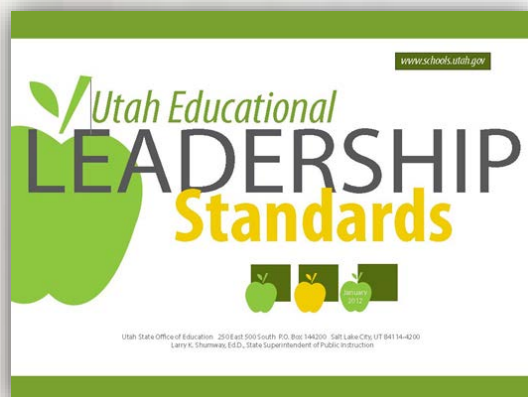


[utah_educational_leadership_standards.pdf](#)
Download File

Standard 2: Teaching and Learning

Standard 3: Management for Learning

Standard 4: Community Collaboration



Standard 5: Ethical Leadership

Standard 6: Systems Leadership





Standard 2: Teaching and Learning

An educational leader promotes the success of every student by advocating, nurturing and sustaining a school **focused** on **teaching and learning** conducive to student, faculty, and staff growth.

2A: Culture for Learning

2B: Core and Utah Educational Teaching Standards

2C: Assessment and Accountability



Professional Development Outcomes



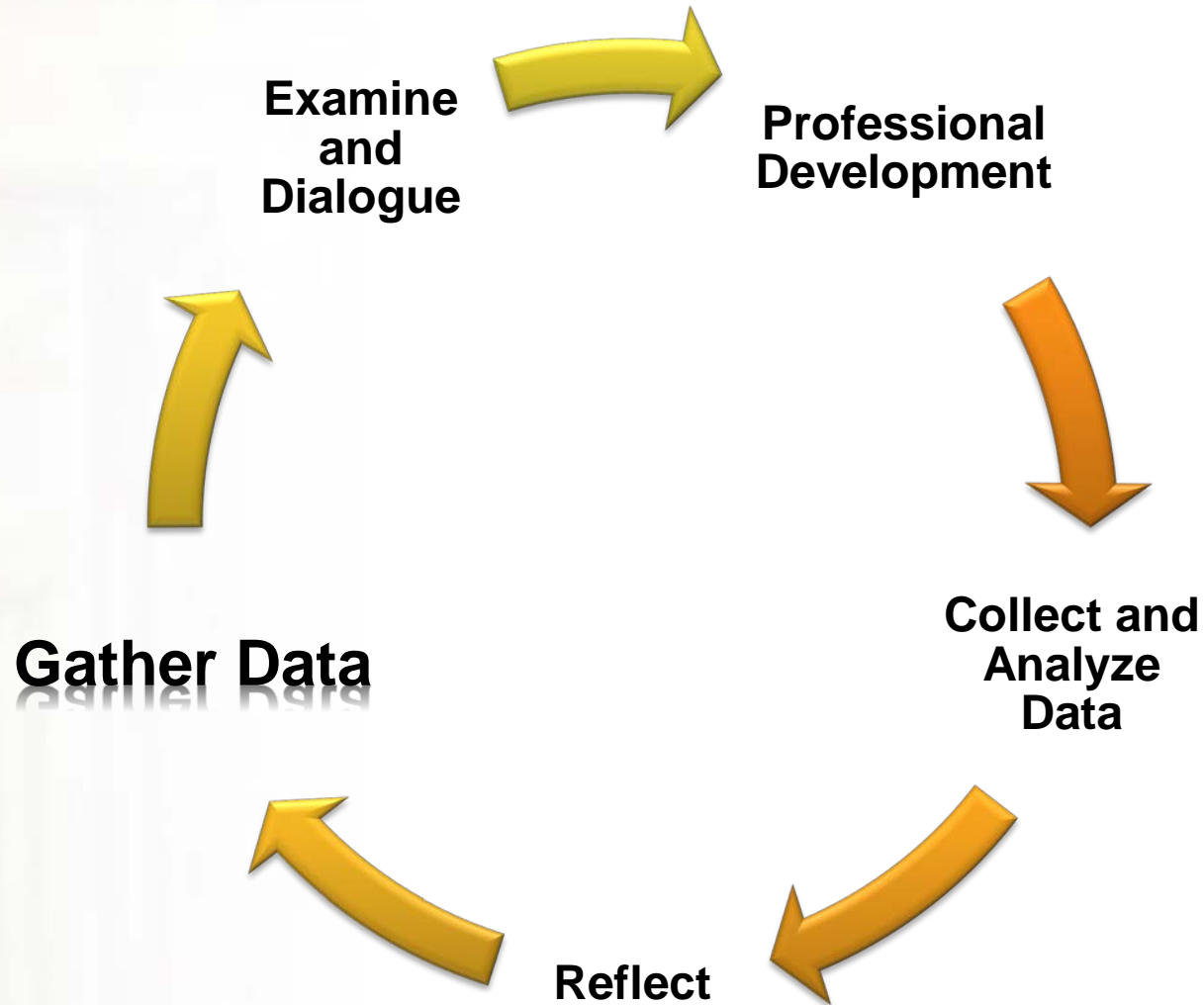
Percentage of participants achieving the outcomes at different stages through the PD

	Outcomes		
	Knowledge (thorough)	Skill (strong)	Transfer (implementation)
Theory	10%	5%	0%
Demonstration and modelling	30%	20%	0%
Practice & Feedback (usually simulated during training)	60%	60%	5%
Peer Coaching (during and after training)	95%	95%	95%

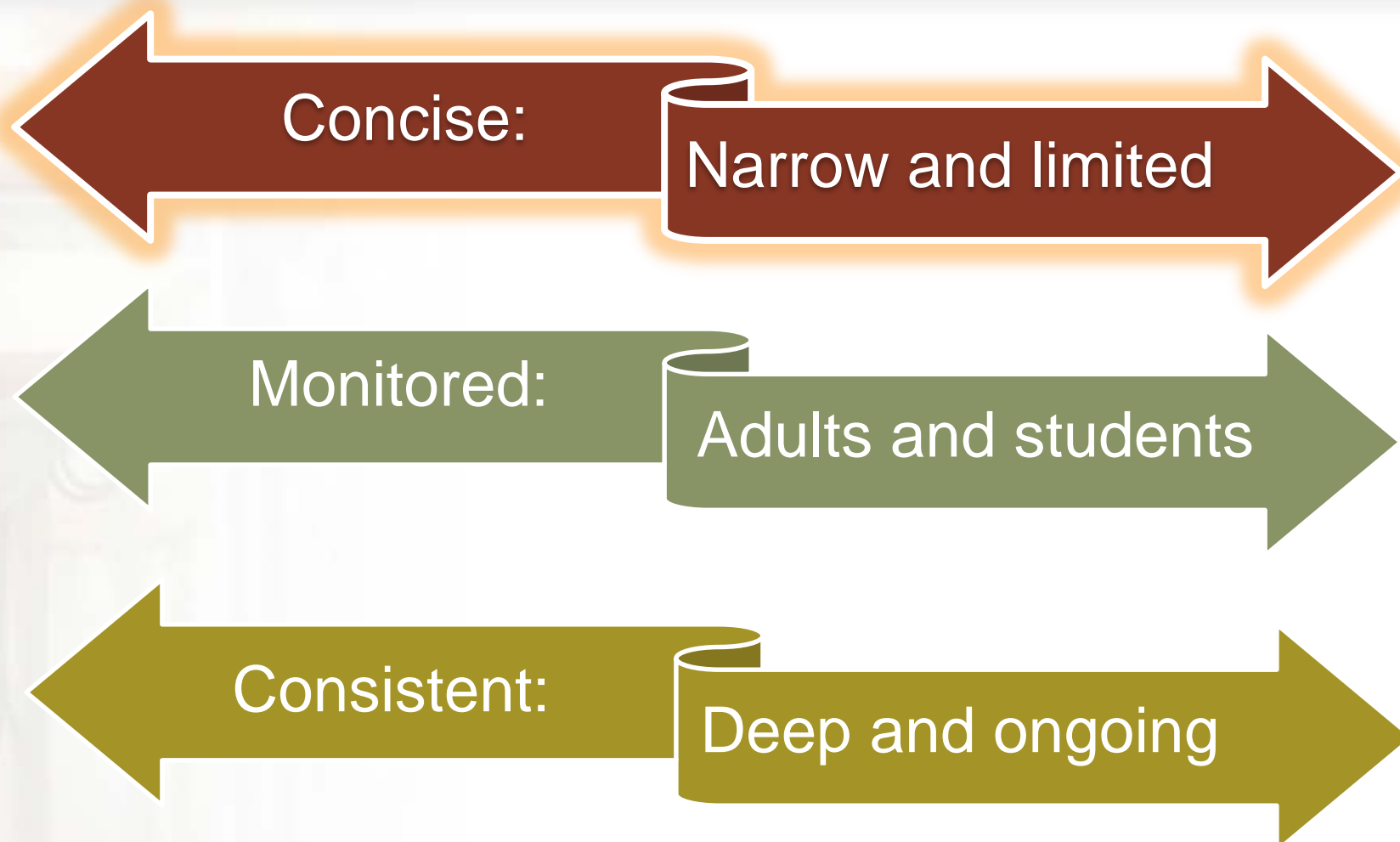
Joyce, B. and Showers, B. (2002) *Student Achievement Through Staff Development Association for Staff and Curriculum Development* (3rd Ed.)



PD's Cycle of Improvement



Successful Leadership Factors



Student Needs





Handout 1, Ms. Blue – Professional Learning Scenario



[handout_1-professional_learning_scenario.pdf](#)
Download File

Handout 2, Ms. Blue – Self-Assessment Data



[handout_2_-_self_assessment.pdf](#)
Download File


Focus on the **scenario** and **self-evaluation** for Ms. Blue

- Answer the Handout 1 Guiding Questions in a table discussion.
- Outline a professional learning plan for Ms. Blue on chart paper
- Include the following elements in your plan:
 - » Professional learning goals
 - » Professional learning activities
 - » Success metrics
- Share the highlights of your plan with the whole group:

Activity: Using Data to Plan for Schoolwide Professional Learning



Handout 3, Orange School - Making Sense of School-Level Data

- Read **Handout 3**.  [handout_3-school-level_data.pdf](#)
[Download File](#)
- As a table group, read the summary ratings data for teachers at Orange School.
- Discuss:
 - What patterns do you see in the data?
 - What are Orange School's greatest areas of success?
 - What are Orange School's greatest areas of need?
 - Based on these data, what professional learning activities would you include in a schoolwide professional learning plan?

Wow!

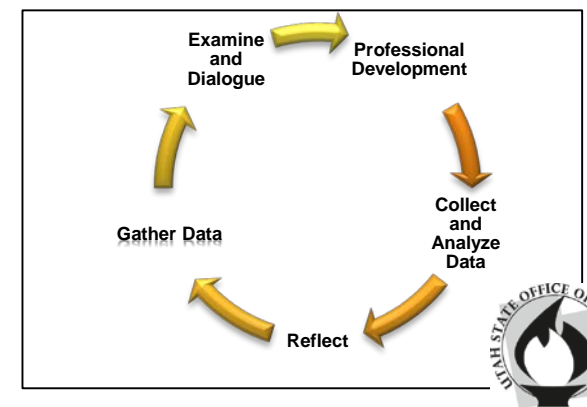
HOW DO WE MAKE THIS CONCISE?



Building Your Own Professional Learning Plan



- School Level Data (2B, 2C)
 - Areas of Strength
 - Areas of Need
- Examine and Dialogue (2A, 2B)
 - Who will examine? What? Deadline? When?
- Professional Development (2A)
 - Alignment? Provider? Attendees? Arrangements?
- Collect and Analyze Data (2C)
 - Who? What? Naturally foster?
- Reflect (2A, 2B, and 2C)
 - Who? What? Next steps?





EXTERNAL DATA:

- State Test Scores
- District/Charter-Specific Scores

- *Graphs*
- *Tables*
- *Charts*



Data on Teaching Strategies Relevant to PD Plan

- Improvement in participation
- Shared approaches among colleagues

Followed by Narrative

- Students showed increase in math over last 3 years
- Interdisciplinary participation much greater this year
- Still concerned about improving math scores

Inference/Conclusions:

- Attendance program appears to have improved attendance
 - Continue
- Focus of PLCs on student work has increased math
 - Monitor Sec. Math I and Math II
- Plan to expand those strategies into other areas

Science Fair for Adults



- Principals do not make **formal presentations** – Data Walls speak for themselves
- The primary function of the Data Wall is to allow principals to **ask one another questions** and **share with each other informally** how they achieved their success.
- The process of **continuous collaboration** must continue all year
- **Critically Important**: The Data Walls are not for the purpose of impressing outside observers
- Principals will have to **make choices** regarding which data to use – what is most important

Successful Leadership Factors



Concise:

Narrow and limited

Monitored:

Adults and students

Consistent:

Deep and ongoing

Student Needs



Monitoring Growth



- Achievement of children
 - Assessment
 - Attendance
 - Support for special needs
- Practices of Adults
 - Observations
 - Evaluations
 - Implementation
 - Efficacy through Questions
 - What is outside my/our control?
 - What is in my control?

ULTIMATELY:

What are our beliefs about teachers and leaders that effect our performance of students?

Successful Leadership Factors



Concise:

Narrow and limited

Monitored:

Adults and students

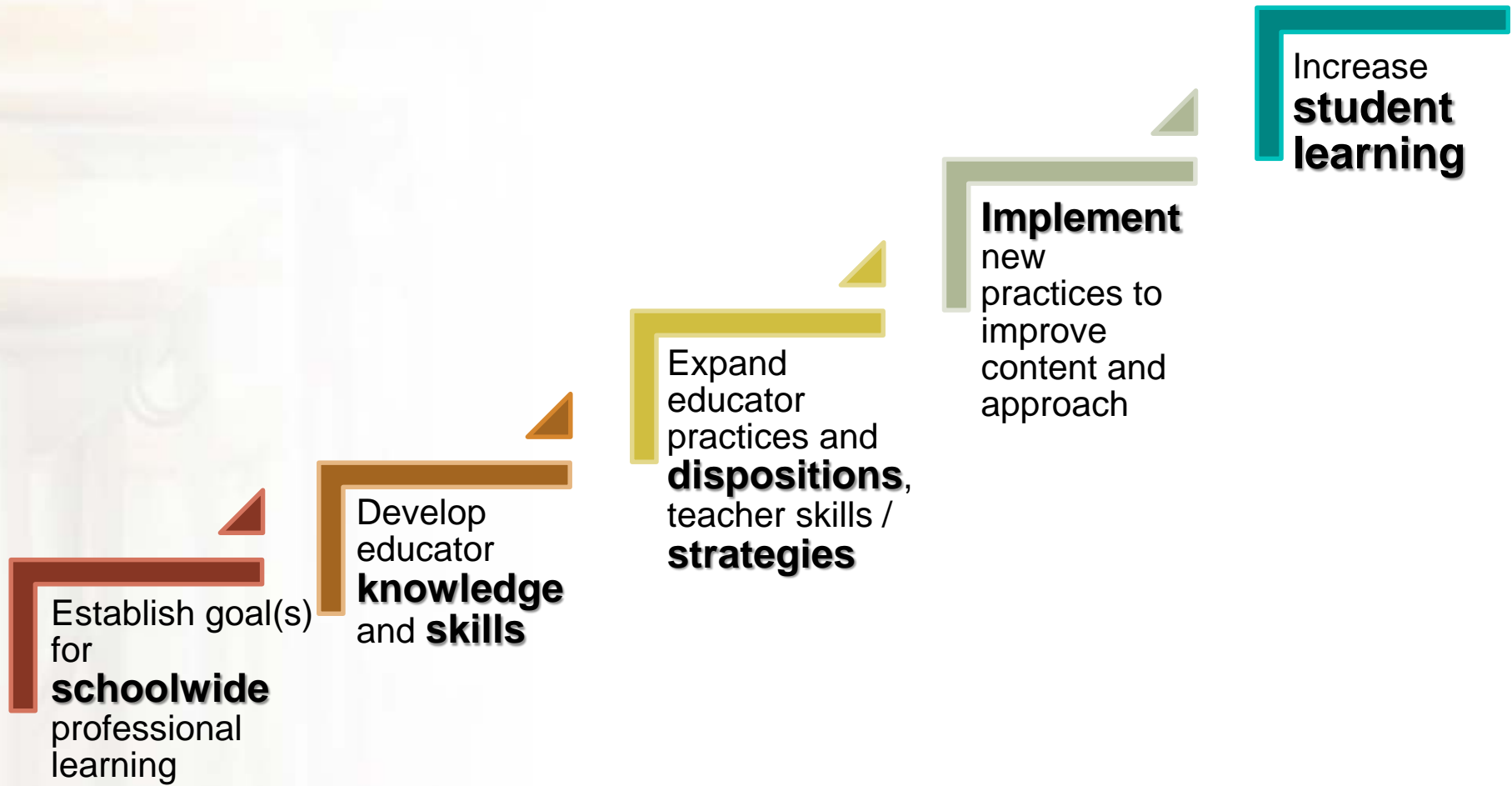
Consistent:

Deep and ongoing

Student Needs



Theory of Change for Determining Schoolwide Professional Learning



Adapted from Desimone, L. (2009, April)



All Professional Development Is Not Created Equal



Not all of what is called professional development will directly improve student achievement. In fact, most current offerings probably will not generate the amount of change that is necessary to affect student achievement to an appreciable extent.

However, professional learning can be designed that *will* affect student learning, and not a little—large changes can be made.



- Adapted from Joyce and Showers, 2002

Your Action Plan



The Principal's Responsibility for Focused Professional Development

Reflection for Decision Making

Decisions to implement a Concise, Monitored, Student Focused, School Level Professional Development Plan

What have I learned?	What are my options?	What decisions do I need to make?
Utah Effective Teaching Standards: How will these narrow my focus?		
Data Gathering at the School Level: How will this keep our PD deep and ongoing?		
Concise and Monitored School Level Professional Development Plan		





Don't let your preconceptions, habits, lack of information, and narrow-mindedness keep you from **considering all possible aspects of a problem**. Get outside your own mental constraints **and consider all the information at your disposal**, allowing yourself to see beyond your normal, limited horizon.



Tell us about this session



1

Locate the learning resources button on the website

2

Select the session you attended

3

Follow the “Click-here” link to give feedback

Breakout Registration/Agenda (SCHED) #leadsumm14 Southern Utah Summit
Tuesday, June 24, 2014
Dixie Center
1835 Convention Center Dr., St. George
8:30 a.m. – 3:30 p.m.

Learning Resources

USOE Leadership Summit 2014

Home Provo Dixie Davis General Session Info Breakouts Contact

Please select the breakout below to see the learning resources associated with that session.

General Session Info

Keynote - Sydnee Dickson

Principals & Professional Performance Standards

Student Learning Objectives (SLOs)

Difficult Conversations

Gathering Data

Professional Learning Communities (PLCs)

Ensuring Reliable Observations

USOE Leadership Summit 2014

#leadsumm14 Connect

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Ensuring Reliable Observations

Reliable Observations Prezz

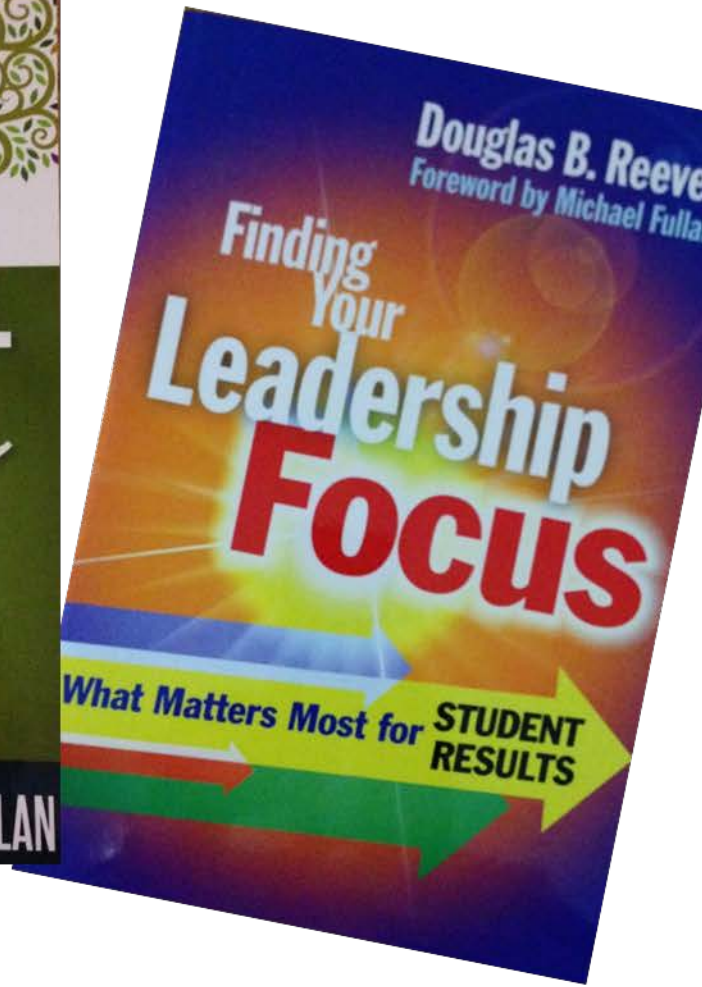
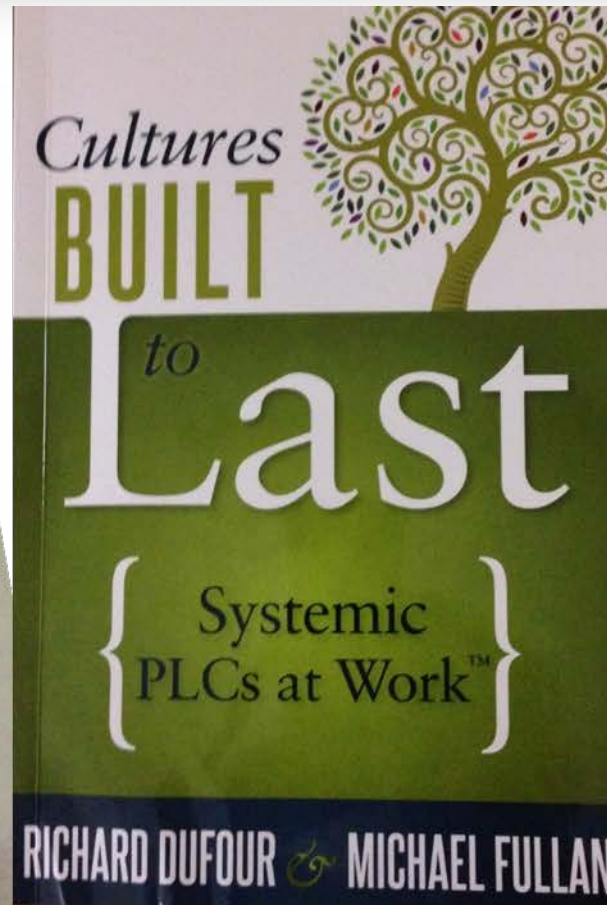
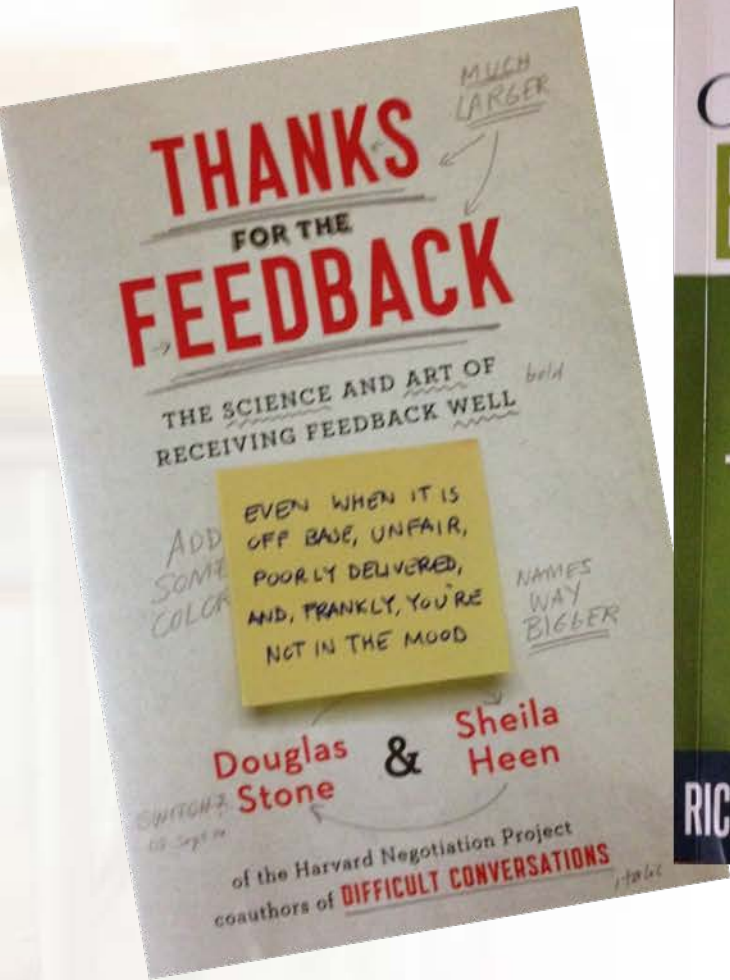
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Books for Further Study



Thank You !!!

