Common Core Professional Learning: Getting the Biggest Bang for Your Buck

Joellen Killion  
Senior Advisor  
Learning Forward  
303-520-6790  
joellen.killion@learningforward.org  
www.learningforward.org

Outcome

Gain deeper understanding of and strategies to leverage investments in professional learning on Common Core to produce results for educators AND students
• How are you investing your Common Core professional learning resources now?

• How do you know if your investment is providing a high-rate of return?

The quality of an education system cannot exceed the quality of its teachers.

- Barber and Mourshed.
New standards alone will do little to change the learning experiences or achievement of students, particularly those who are most disadvantaged.

New standards are not self-implementing.

Implementing the standards cannot simply mean informing teachers about what the designers of the standards intended or providing them with videos of teachers teaching the standards well. If that is what it ends up meaning, we can expect very little . . . Mark Tucker
A Vision for Common Core State Standards

Transformed Professional Learning

Transformed Classroom Instruction

Transformed Student Learning

Professional learning is...

1. The primary strategy that school systems have to ensure that all educators continue to improve their effectiveness.

2. The only process for introducing and supporting implementation of new curricula and programs.
Professional learning is...

3. The means for building collective responsibility among all educators, particularly those in schools, for the success of all students.

4. The most accessible and powerful strategy for ensuring that all—not just some—students experience great teaching.

Three Purposes of Professional Learning

1. Individual
2. Team/School
3. Program Implementation

Three Purposes of Professional Learning

1. Individual – Educator Effectiveness
2. Team/School – Collective Responsibility
3. Program Implementation – CCSS & Assessments

Effective professional learning

<table>
<thead>
<tr>
<th>Less</th>
<th>More</th>
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<tbody>
<tr>
<td>Individual learning</td>
<td>Collaborative learning</td>
</tr>
<tr>
<td>Driven by educator preference</td>
<td>Driven by student, educator, and system data</td>
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<tr>
<td>Focused on generic instruction</td>
<td>Focused on content depth and content-specific instruction</td>
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<tr>
<td>Large group, formal, one-size-fits all to build awareness</td>
<td>Informal learning to develop, refine, and expand practice</td>
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<tr>
<td>Occasional, episodic learning</td>
<td>Cycle of continuous improvement</td>
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<tr>
<td>Accountability measured by time</td>
<td>Accountability measured by improvement in educator practice and student achievement</td>
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<tr>
<td>Cost</td>
<td>Investment</td>
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<tr>
<td>Low expectations for application of learning</td>
<td>High expectations for application of learning coupled with coaching and other forms of workplace support</td>
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Next Actions for Districts

• Create a comprehensive system for professional learning that includes:
  • Clear vision
  • Standards for effectiveness
  • Resources (time, funding, staff, technology, and materials)
  • Evaluation and accountability for results
  • Balance among three purposes—individual; team and school; and program implementation
  • Alignment of policies and practices
  • Coherence among systems

Next Actions for Districts

• Collect and use data about professional learning to improve its quality and results
• Provide professional learning for principals, teacher leaders, school coaches, and central office to lead change and support effective professional learning
• Build and share expertise within and across schools
Next Actions for Districts

• Create a school-day schedule and school-year calendar that provides at least 10 days per school year for more intensive professional learning and three hours per week for collaborative learning and planning to move learning to practice
• Develop skillful facilitators to guide school- and team-based professional learning

Learning Forward Vision

Every educator engages in effective professional learning every day so every student achieves.
Resources

Definition of Professional Development with video examples
http://www.learningforward.org/standfor/definition.cfm

Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad (Phase 1)

Professional Development in the United States: Trends and Challenges (Phase 2)

Teacher Professional Learning in the United States: Case Studies of State Policies and Strategies, Summary Report (Phase 3)

Building Professional Development to Support New Student Assessment Systems

Implementing the Common Core Resources

Standards for Professional Learning
http://www.learningforward.org/standards/index.cfm

JSD – Examining Evidence

JSD – Leadership

Becoming a Learning School
http://www.learningforward.org/bookstore/learning-forward-products/2012/06/07/becoming-a-learning-school

Why Professional Development Matters

Examining the Evidence: A database of research and reports on the links between professional learning and student access
http://www.learningforward.org/evidence/search.cfm

Meet the Promise of Content Standards: Professional Learning Required