



EDUCATION INNOVATION & RESEARCH (EIR)

**Promoting Teacher Autonomy, Practice and Knowledge:
Lessons Learned from Teacher-Directed Professional
Learning Programs**

MEET OUR EXPERT



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MEET OUR GRANTEE PANELISTS

MiPlan



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MEET OUR GRANTEE PANELISTS

Virginia ED Strategies/CHOICE

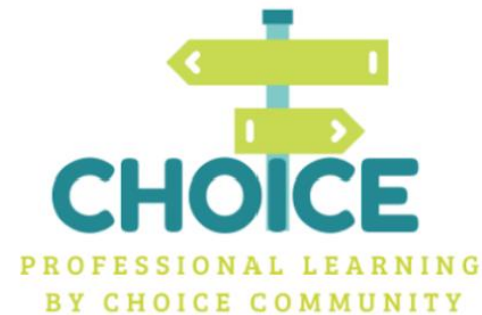


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MEET OUR GRANTEE PANELISTS

Empowering Teacher Learning



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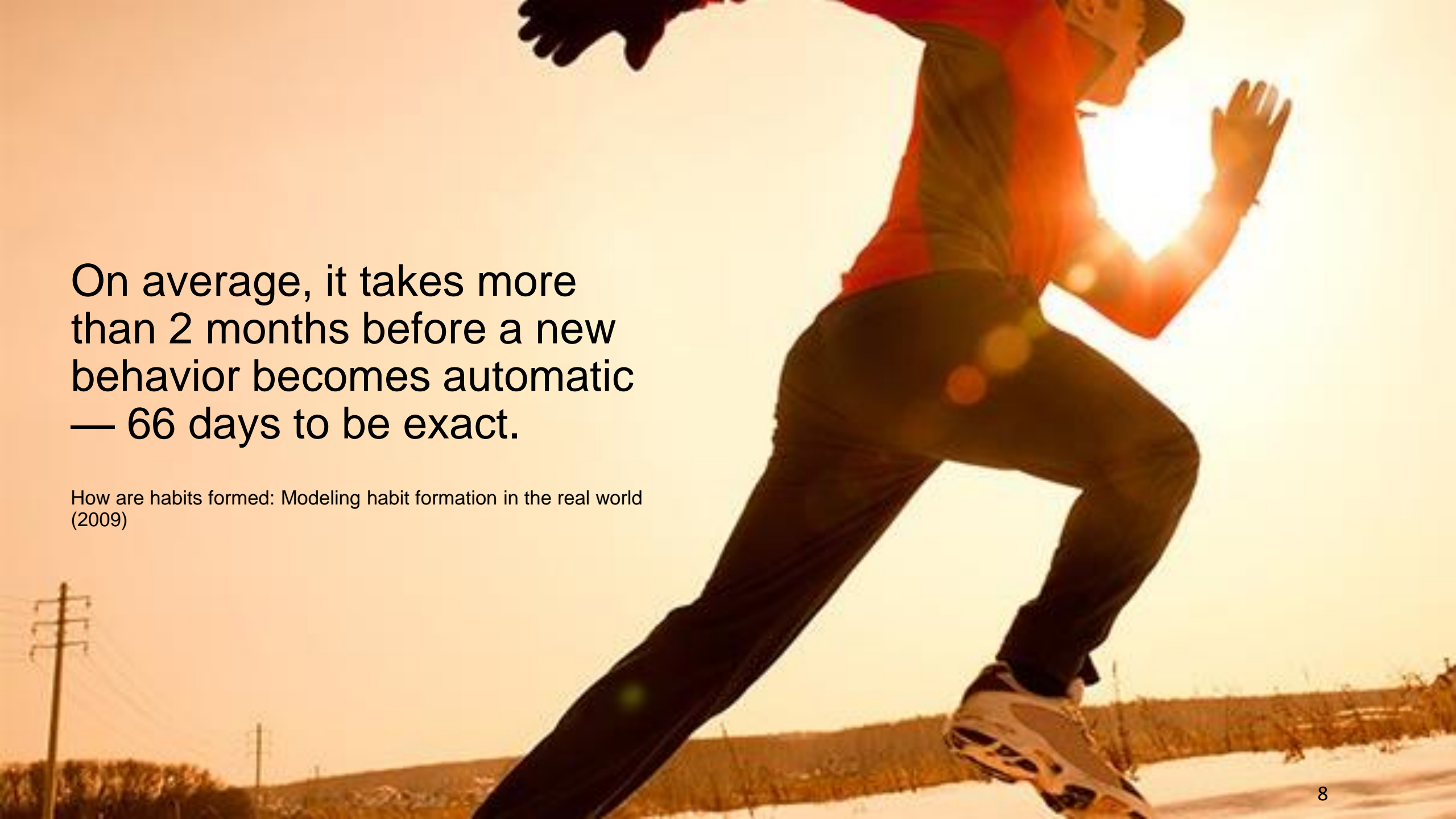
Empowering Teacher Learning Project Director
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OBJECTIVES

- Learn promising practices, key research and emerging trends for teacher directed professional development from an expert in the field.
- Hear from EIR grantees:
 - What their projects are doing to give teachers autonomy over their own PD
 - How they are verifying the quality of the professional development, how they are tracking what teachers are doing
 - What they've learned about giving teachers autonomy, teacher perceptions about the process
 - Any roadblocks or things that states or districts need to consider
 - Where TDPD can be most successful

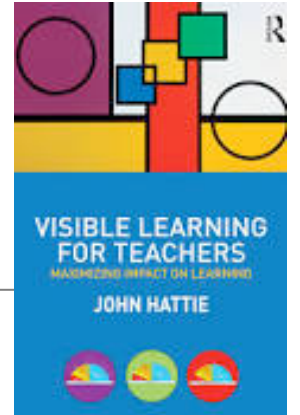


A person is captured in mid-stride, running across a snowy landscape. The scene is bathed in the warm, golden light of a setting or rising sun, which is positioned behind the runner, creating a strong silhouette effect and a lens flare. The runner is wearing a red long-sleeved shirt and dark athletic pants. The background shows a flat, snow-covered field with some distant trees and utility poles under a clear, hazy sky.

On average, it takes more
than 2 months before a new
behavior becomes automatic
— 66 days to be exact.

How are habits formed: Modeling habit formation in the real world
(2009)

Paying attention to what matters...



Matters Less

- Homework: .29
- Summer School: .23
- Matching Learning Style: .17
- Ability Grouping: .12
- Retention: -.13

Matters More

- **Teacher Collective Efficacy: 1.57**
- Student Expectations: 1.44
- Formative Evaluation: .90
- Classroom Discussion: .82

John Hattie discussion on effect size (SCEE Conference, 2014)

FINAL RESEARCH REPORT

The State of Educators' Professional Learning in Canada



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Carol Campbell, Lead Researcher



University
of Regina

Pamela Osmond-Johnson

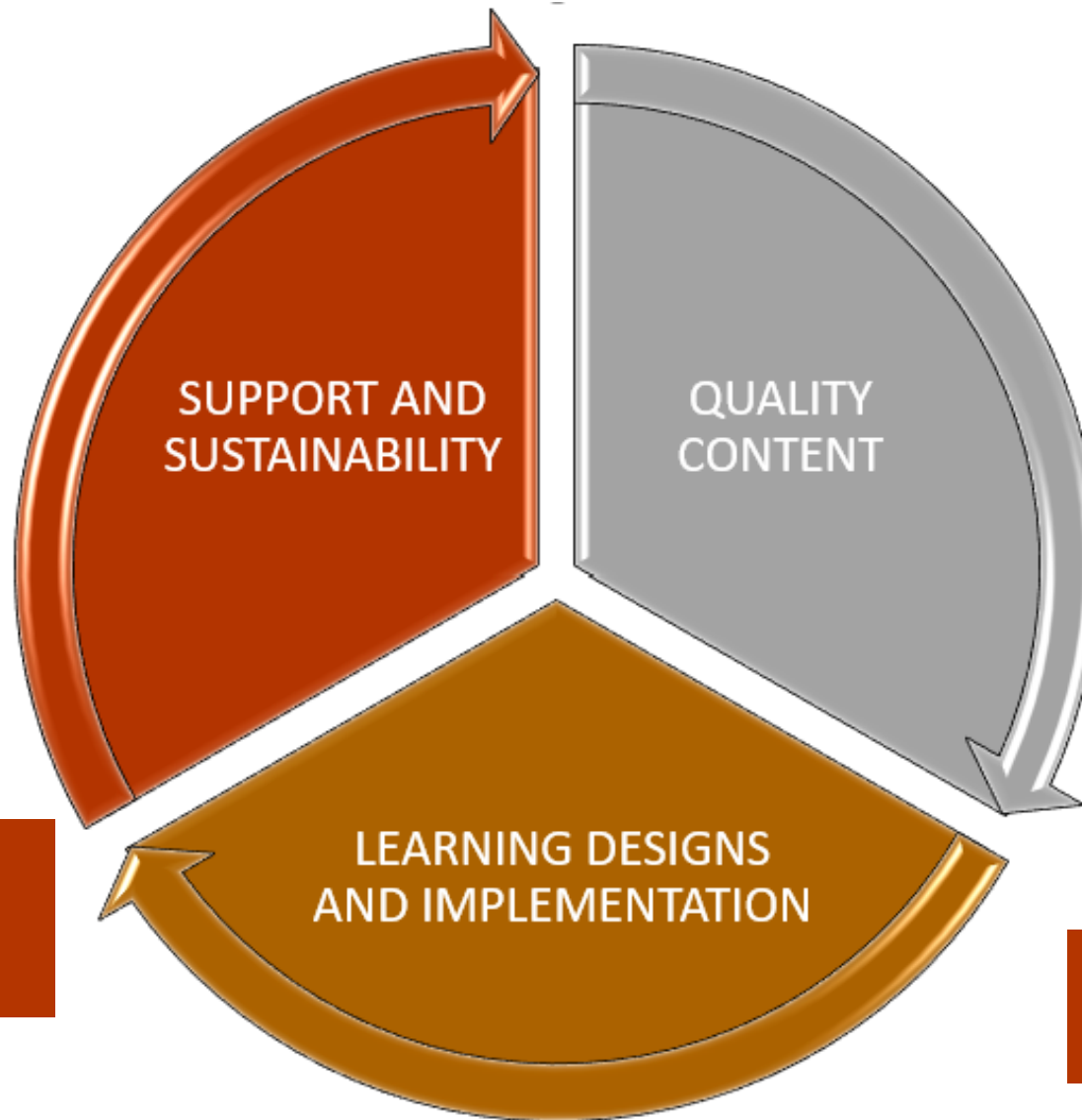


State of Educators' Professional Learning in Canada report



Kenneth Zeichner

The State of Educators' Professional Learning in Canada



Evidence informed;
Subject-specific and
pedagogical content
knowledge; A focus on
student outcomes; A
balance of teacher voice
and system coherence.

Ongoing in duration;
Resources; Supportive
and engaged leadership

Active and variable learning;
Collaborative learning experiences;
Job-embedded learning.

Australian Charter for the Professional Learning of Teachers and School Leaders



Effective professional learning is:

- Relevant
- **Collaborative**
- Future Focused

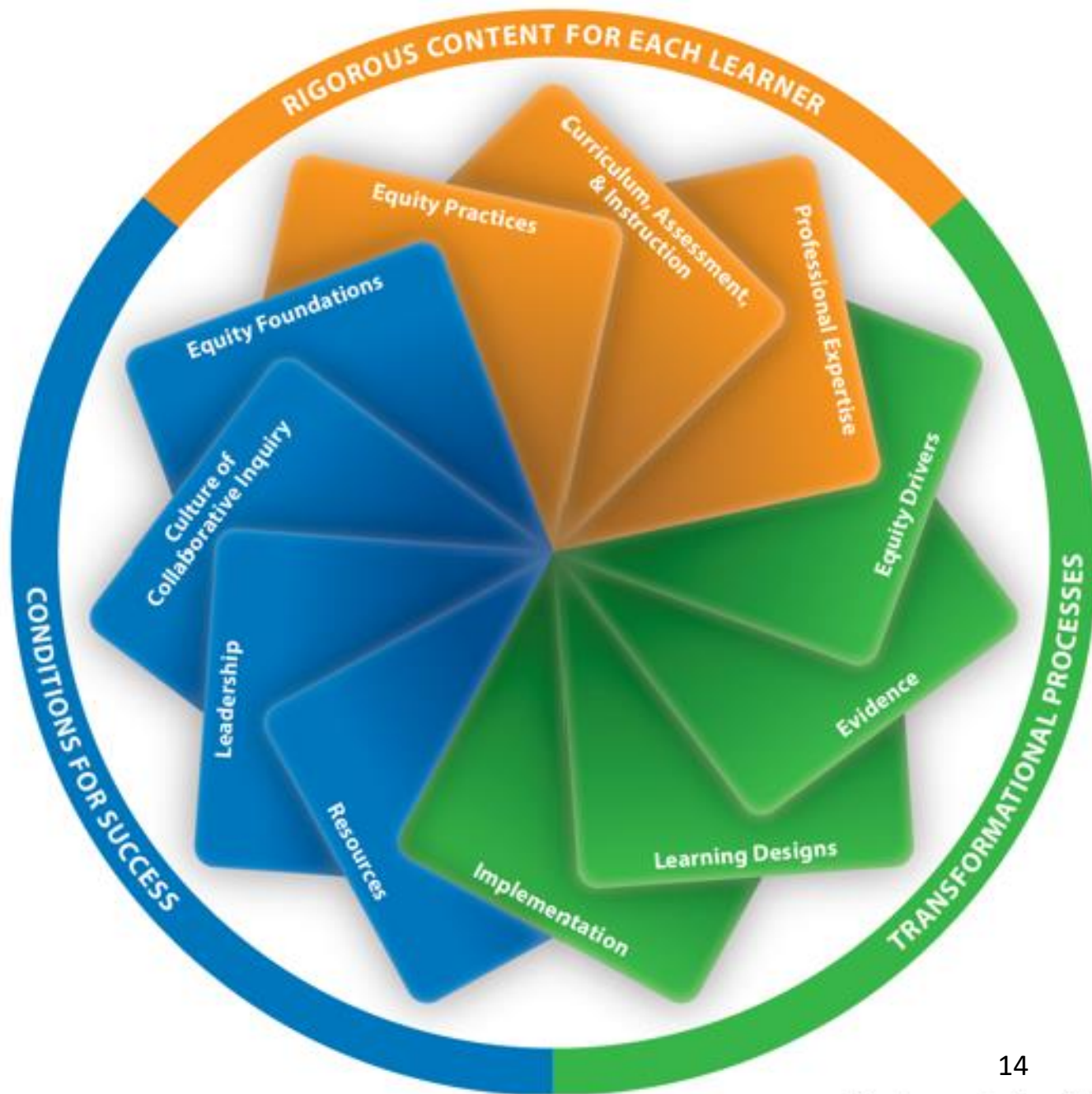
By collaborative, we mean professional learning that:

- Promotes **teacher and leader ownership of their learning** through active involvement in the design, content, practice and evaluation of their learning
- Provides opportunities to receive feedback on practice, and observe the practice of others
- Offers support to change practice through coaching, mentoring and reflection
- Provides opportunities to access and learn from experts
- Develops professional learning communities within and between schools
- Uses technology to enrich collaboration and learning

How Learning Forward's Professional Learning Standards Are Associated With Teacher Instruction and Student Achievement: A Meta-Analysis

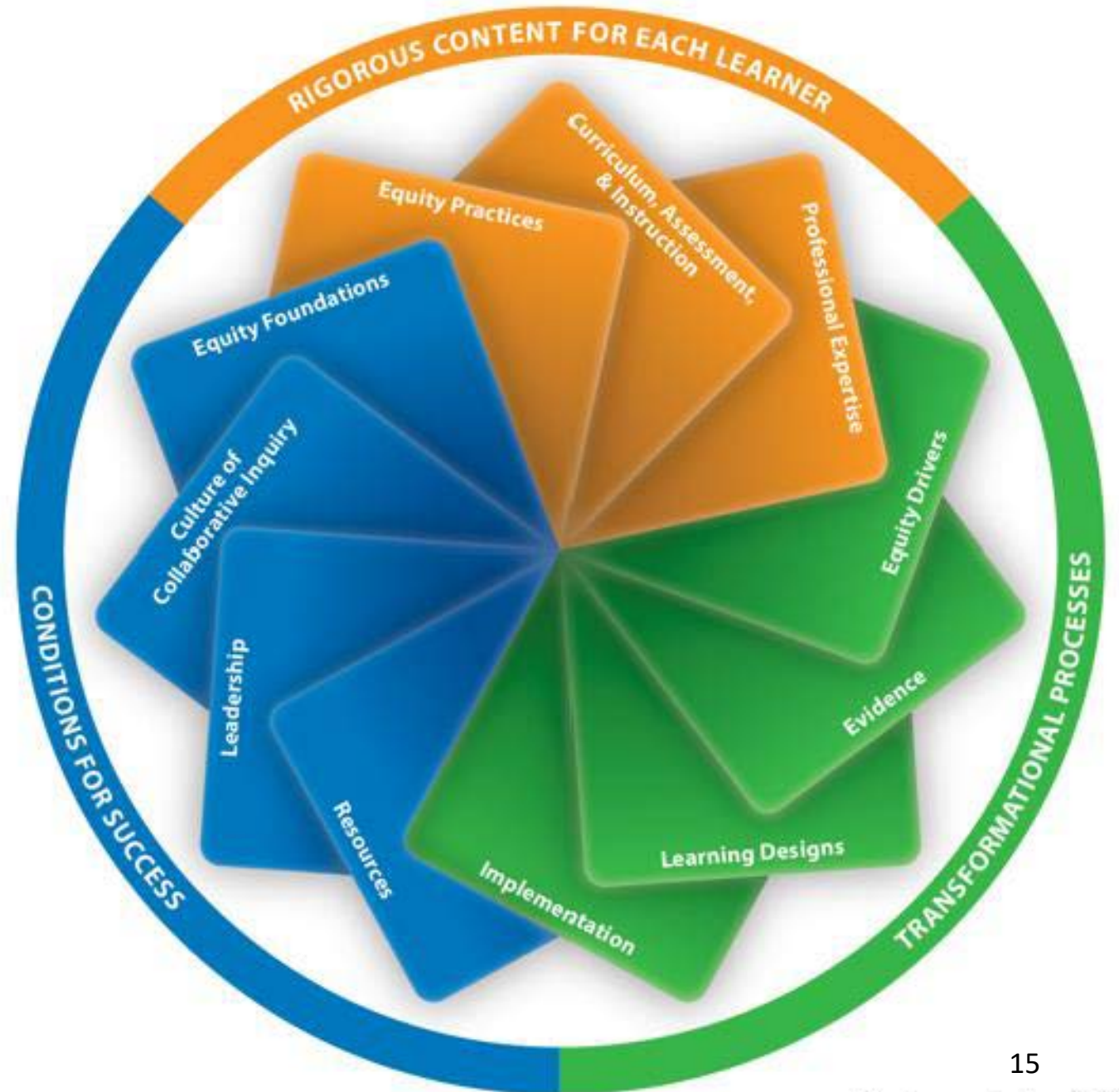
- The goal of the meta-analysis was to have an unbiased empirical study of evidence of alignment with the Standards to see how this was associated with outcomes for teachers and students.
- The AIR meta-analysis found “consistent evidence that program alignment with the Learning Forward Standards for Professional Learning is associated with improved teacher instruction and student achievement outcomes.”
- The meta-analysis included 48 studies that examined the impacts of 52 teacher professional learning programs. All studies considered program impacts on observational measures of instruction, and 34 of the studies also explored impacts on student achievement.
- Average effects on teacher instruction were 0.74 SD; mean effects of 0.09 SD on student achievement
- The findings from this study based on rigorous research demonstrate that investments in professional learning can yield meaningful improvements in student achievement.

Standards for Professional Learning

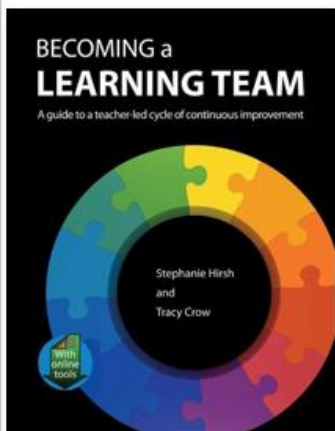
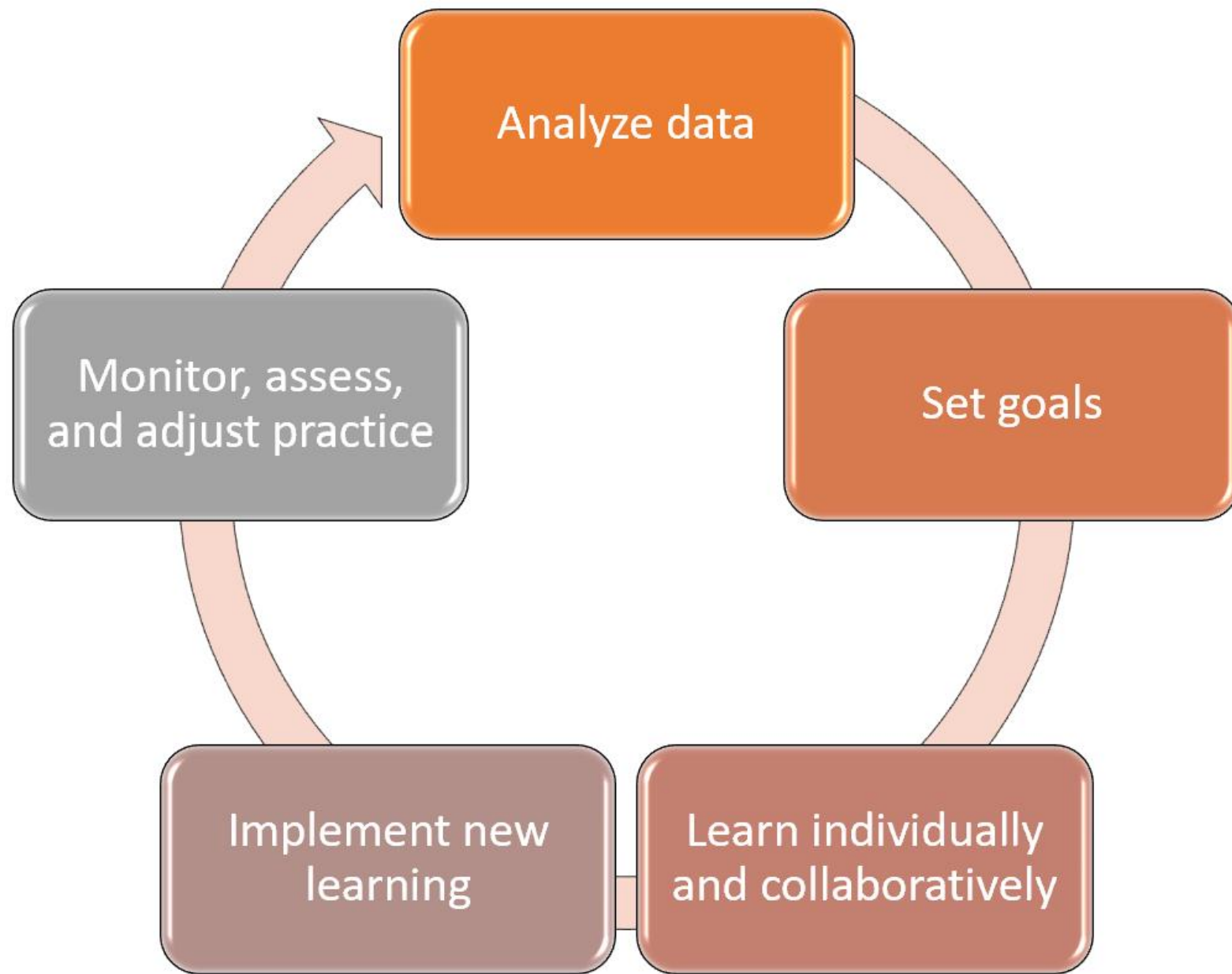


Culture of Collaborative Inquiry

Professional learning results in equitable and excellent outcome for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students

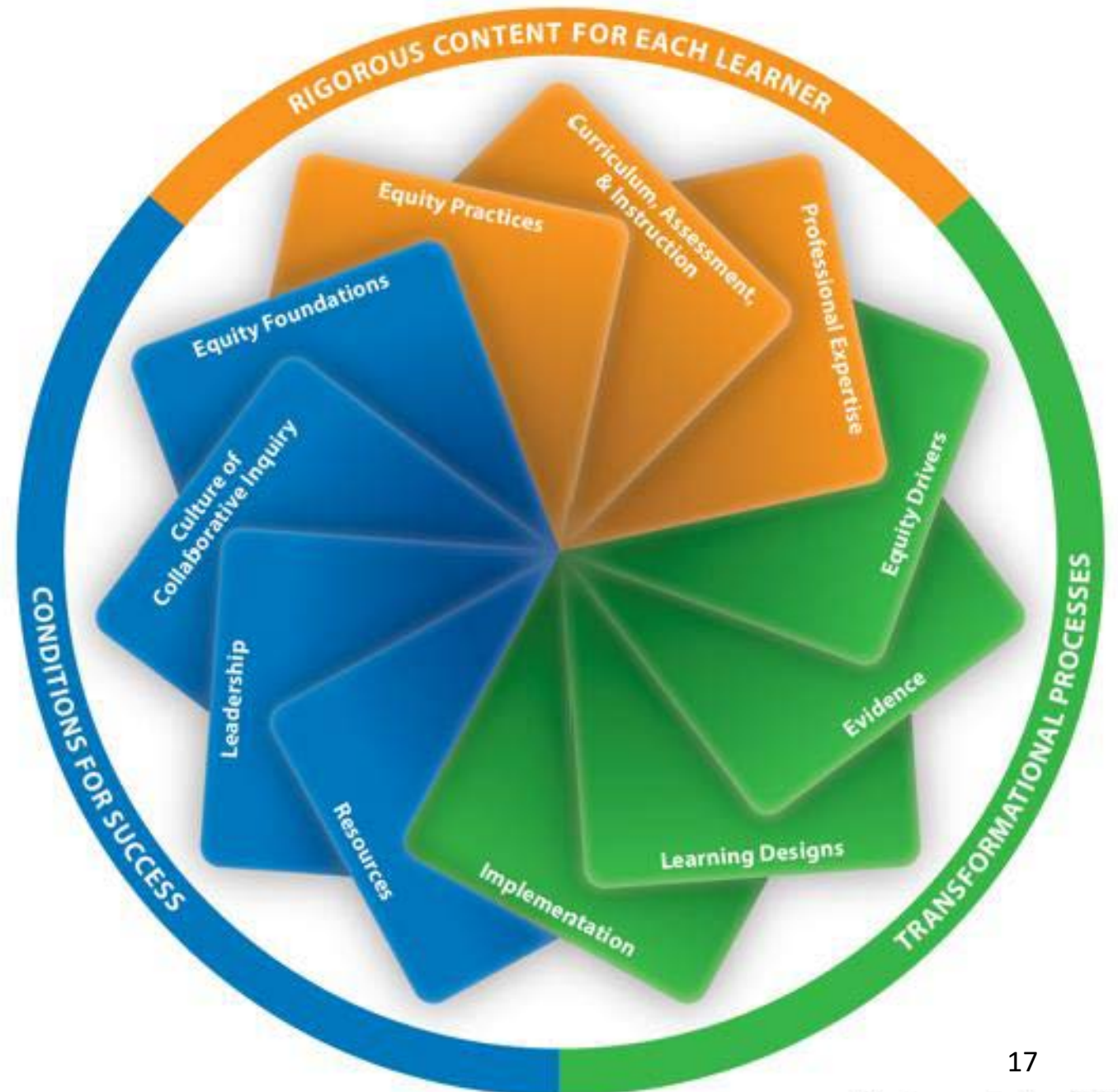


Cycle of Continuous Improvement



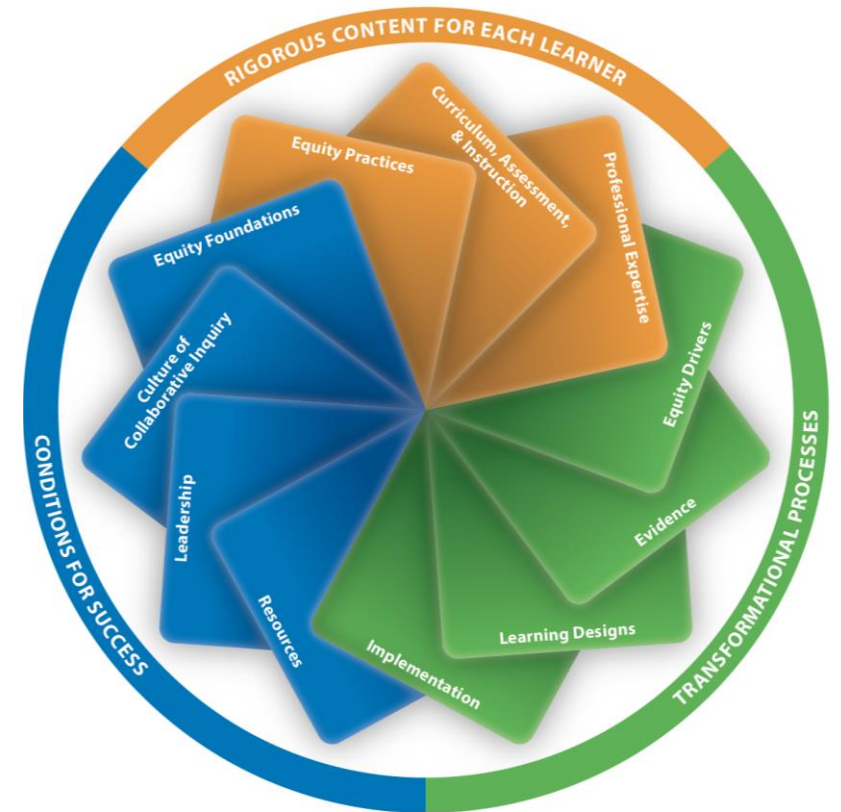
Conducive Conditions: Resources Standard

Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, priority equity in their resource decisions, and monitor the use and impact of resource investments



The resource of time!

- *Educators have a unique appreciation for time as a critical resource for professional learning. Sustained, job-embedded learning requires time during the workday as well as on professional learning days during and beyond the school year. Collaborative, team-based professional learning happens ideally during the work week, with consistent, protected times for teams to meet.*
- *School and system leaders create time for professional learning when they establish master schedules with dedicated blocks of time for learning. They also examine other noninstructional uses of time in the schedule and maximize use of those hours to prioritize learning — for example, through the redesign of faculty and staff meetings.*



EIR GRANTEE PROJECTS



Math Instructor Professional Learning Autonomous Network (MiPLAN)



Math Instructor Professional Learning Autonomous Network (MiPLAN), con't

Project Title: Math Instructor Professional Learning Autonomous Network (MiPLAN)


Goal: Build and test a PL program that gives teachers control over their own PL experiences and improves student math achievement.

Participants: Math teachers in grades 3-8

Activities:

- Teachers replace at least 80% of required PL (24 hours) by selecting among vetted, high-quality PL offerings through at least two cycles
- Reimbursement of up to \$8000 per teacher
- Teacher financial incentives for participation in data collection activities (up to \$500)
- Randomized control trial with delayed implementation for the control group


MiPLAN Teacher Grants

 Beautiful and easy to use newsletters.

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MiPLAN: An \$8000 Per Teacher Grant

Teacher Self Selection and Implementation of PL




REGION 18
education service center
supporting you. enriching them.


What Is MiPLAN?


MiPLAN is an unparalleled opportunity with grant funding that gives your teachers access to the highest quality professional development they deserve. You know your teachers would improve student learning significantly if only they had access to the cutting edge of research driven best practices. This is that opportunity.


This grant is directed toward Math Teachers in Grades 3-8. Give your teachers voice and choice in their learning and watch everyone involved, including students, grow exponentially.

MiPLAN Details



 Accessibility

 Translate

 High Contrast Mode

Aa


Aa


Aa


 Joann Taylor

Joann is using Smore newsletters to spread the word online.

Get email updates from **Joann**:

 [Follow Joann Taylor](#)

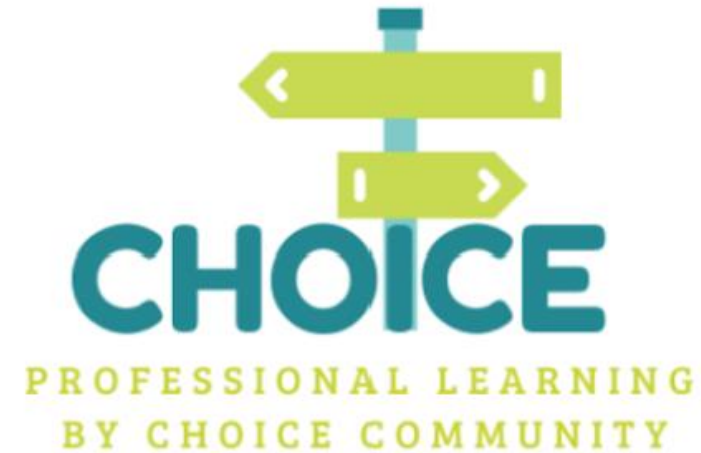
 [Contact Joann Taylor](#)



MiPLAN PL Quality Rubric

A	B	C	D	E
	Substantial	Adequate	Limited	No Evidence
	3	2	1	0
Indicator				
Sustainability	PL offers initial training in multi-session or workshop model, AND has options for future coaching experiences, AND/OR is customizable to user needs/provides a "trainer" model for future campus sustainability for the onboarding of new staff.	PL offers initial training in multi-session OR workshop model OR has options for future coaching experiences.	PL is a "one and done"	Proprietary limitations prevent sharing of new learning.
Materials	DOES NOT REQUIRE the purchase of new materials, or the materials are provided as part of the PL, to fully implement the PL.	MAY REQUIRE the purchase of new materials to support the PL implementation, but seems to focus on learning that can be supported by current materials	REQUIRES the purchase of new materials/product to support the implementation of PL.	No materials to support implementation.
Alignment	The professional learning has clearly stated goals that align with state identified intended student outcomes AND has clearly stated participant objectives AND expected changes in teacher knowledge, skills, and/or practices related to state-intended student outcomes.	The professional learning has clearly stated goals that align with state identified intended student outcomes OR has clearly stated participant objectives OR expected changes in educator practice, skills or knowledge related to state-intended student outcomes.	The professional learning has what the participants will do, BUT does not give expected changes in educator practice, skills or knowledge or state-identified student outcomes.	The professional learning does not state participant objectives, expected changes in educator practice, skills or knowledge nor state-identified student outcomes.
Relevance	Targets a specific set of TEKS or RC identified as a need AND is applicable to other areas of the content through generalization of learning. ALSO applicable to other grade levels or content areas as a system implementation component.	Targets a specific set of TEKS or RC identified as a need AND is applicable to other areas of the content through generalization of learning.	Targets a specific set of TEKS or Reporting Category (RC) identified as a need in a specific content area.	No connection to specific TEKS/Reporting Categories identified as a need.
Time Orientation	Immediately actionable regarding the current problem of practice AND IS relevant to other TEKS/RCs within the subject/grade level through a system of evaluation. Potentially establishes a system to identify and solve future problems of practice.	Immediately actionable regarding the current problem of practice AND MAY be relevant to other TEKS/RCs within the subject/grade level through a system of evaluation.	Immediately actionable regarding the current problem of practice.	Not immediately actionable/no connection to current problem of practice.
Collaborative	Targets improvement of individual teacher, AND contains methodology that requires teacher/IC/Admin. collaboration.	Targets improvement of individual teacher, AND contains methodology for teacher collaboration.	Targets improvement of individual teacher, but contains minimal methodology for collaboration	Offers no discernable collaboration components.
Column total				
Evaluative Total			/18	

Professional Learning by Choice Community (CHOICE)



Professional Learning by Choice Community (CHOICE), con't





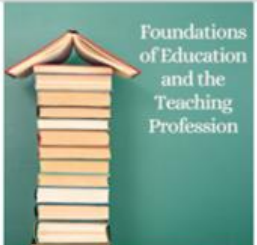

Goal: To develop an innovative professional learning model that gives teachers autonomy in selecting their own PL experiences, resources to pay for PL registration, travel, and supplies, and a learning community to support implementation of new instructional strategies that lead to increased student achievement in STEM

Participants: High school math, science, computer science, and career and technical education (CTE) teachers

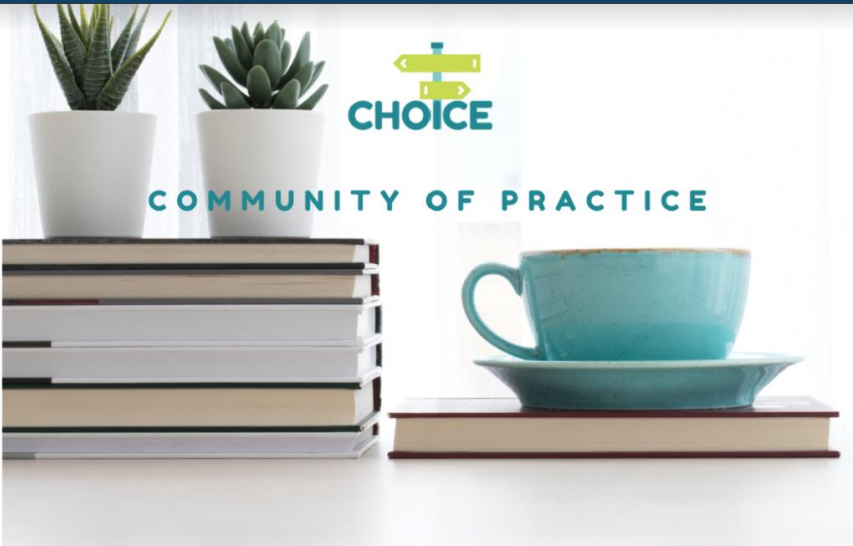
Activities:

- Participants utilize the custom CHOICE Dashboard to participate in communities of practice (CoPs), search for and request PL opportunities, stay apprised of their funding balance (\$1500 per year), and receive support in all program activities.
- Teachers (and their high school administrators separately) participate in CoPs for mentoring and peer-to-peer support and collaboration.
- Teachers take and reflect on the results of a custom, online self-assessment aligned with Virginia's performance standards and then develop annual professional learning goals.
- After attending PL, teachers develop implementation plans to use new strategies learned and measure related outcomes for their students.
- The project is being evaluated with a randomized control trial during the two years of Cohort 1; the control group receives delayed treatment in Cohort 2.

CHOICE Dashboard

 <p>Chesapeake Section of the American Association of Physics Teachers Spring 2022 Semi-Virtual Meeting April 2, 2022</p> <p>160 CSAAPT Spring 2022 Me...</p> <p>PL PROVIDERS Chesapeake Section of the American A</p> <p>DESCRIPTION The Chesapeake Section of the American Association of Physics Teachers (CSAAPT, covering Delaware, Maryland, Virginia, and the District of...</p> <p>DOES THIS EVENT HAVE MORE THAN ONE F... <input checked="" type="checkbox"/></p> <p>PRESENTER'S NAME & TITLE Dr. Beth Cunningham, Executive Officer of AAPT Alma Robinson (Virginia Tech) Radford University faculty</p> <p>START DATE AND TIME April 2, 2022 8:00am</p> <p>END DATE AND TIME April 2, 2022 6:00pm</p> <p>ADDITIONAL TIME & MEETING DETAILS</p>	 <p>57 Cultural Competency in S...</p> <p>PL PROVIDERS Advancement Courses</p> <p>DESCRIPTION Becoming a culturally competent educator is one of the best ways to respond to the unique needs of a diverse classroom. To become ...</p> <p>DOES THIS EVENT HAVE MORE THAN ONE F... <input type="checkbox"/></p> <p>PRESENTER'S NAME & TITLE Facilitator not listed.</p> <p>START DATE AND TIME --</p> <p>END DATE AND TIME --</p> <p>ADDITIONAL TIME & MEETING DETAILS</p>	 <p>181 Cybersecurity</p> <p>PL PROVIDERS Code Virginia (CodeVA)</p> <p>DESCRIPTION Cybersecurity explores cybersecurity through ciphers and puzzles, a fun and engaging way to teach about encryption for K-12 students. ...</p> <p>DOES THIS EVENT HAVE MORE THAN ONE F... <input type="checkbox"/></p> <p>PRESENTER'S NAME & TITLE multiple</p> <p>START DATE AND TIME June 29, 2022 3:00pm</p> <p>END DATE AND TIME June 29, 2022 4:00pm</p> <p>ADDITIONAL TIME & MEETING DETAILS</p>	 <p>8 Diving In: Project-Based le...</p> <p>PL PROVIDERS Virtual Virginia</p> <p>DESCRIPTION Participants who successfully complete this course will be able to: Define the fundamental concepts of ...</p> <p>DOES THIS EVENT HAVE MORE THAN ONE F... <input type="checkbox"/></p> <p>PRESENTER'S NAME & TITLE --</p> <p>START DATE AND TIME June 14, 2021 11:00am</p> <p>END DATE AND TIME --</p> <p>ADDITIONAL TIME & MEETING DETAILS</p>	 <p>158 EDU L251: Foundations o...</p> <p>PL PROVIDERS UVA Wise: Center for Teaching Exceller</p> <p>DESCRIPTION This course will focus on the study of the foundations of education and the teaching profession as a whole. It will include reviewing the historical, ...</p> <p>DOES THIS EVENT HAVE MORE THAN ONE F... <input type="checkbox"/></p> <p>PRESENTER'S NAME & TITLE Instructors: Dante Lee & Deandra Jones</p> <p>START DATE AND TIME May 16, 2022 12:00am</p> <p>END DATE AND TIME June 24, 2022 12:00pm</p> <p>ADDITIONAL TIME & MEETING DETAILS</p>	 <p>155 EDU L360: Human Growt...</p> <p>PL PROVIDERS UVA Wise: Center for Teaching Exceller</p> <p>DESCRIPTION The principles and processes of human development from birth to adolescence are presented. Emphasis is placed on the development of the ...</p> <p>DOES THIS EVENT HAVE MORE THAN ONE F... <input type="checkbox"/></p> <p>PRESENTER'S NAME & TITLE Instructors: Kimberly Austin & Tonya Deel</p> <p>START DATE AND TIME May 16, 2022 12:00am</p> <p>END DATE AND TIME June 24, 2022 12:00am</p> <p>ADDITIONAL TIME & MEETING DETAILS</p>
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CHOICE Community of Practice




CHOICE
COMMUNITY OF PRACTICE

Welcome to your CHOICE Community of Practice!


Please take some time and explore the various pages, modules, and assignments related to engaging in this CoP. Don't hesitate to reach out if you have questions or need assistance finding something.



[Meet your CoP Coaches](#)



[Review Quarterly Breakdown](#)



[Explore Professional Learning Options](#)

Empowering Teacher Learning Partnership



Empowering Teacher Learning Partnership

Jim Beeler, PI and Katherine Chesnutt, Project Director

Project Title: Empowering Teacher Learning (ETL)

Goal: Measure the impacts of using teacher-directed professional learning (TDPL) that employs micro-credentials, 1:1 coaching support, and stipends to replace the currency by which teachers earn CEUs from time-based to competency-based.

Activities

- **4 Parts of TDPL:**
 1. Needs Assessment
 2. Learning Goals
 3. Micro-credentials
 4. Reflection with coaching support
- **Aligns with existing NC teacher requirements** (NCEES Rubric, Professional Development Plan)
- **Stipends of \$250 per MC** and up to \$3,750 over 3 years
- **RCT** with delayed participation for the control group in year 4





Questions?



ADDITIONAL INFORMATION

- Continue this conversation with the U.S. Department of Education's EIR Program at: EIR@ed.gov
- All current and former **EIR proposals and abstracts** can be read in full at the awards page on the EIR website at: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/awards/>



ADDITIONAL RESOURCES REFERENCED IN THE WEBINAR

- **The State of Educators' Professional Learning in Canada**, Learning Forward, 2017:
<https://learningforward.org/wp-content/uploads/2017/08/state-of-educators-professional-learning-in-canada.pdf>
- **How Learning Forward's Standards for Professional Learning are Associated with Teacher Instruction and Student Achievement: A Meta-Analysis**, American Institutes for Research (AIR), 2021 :
https://www.air.org/sites/default/files/2022-02/Learning-Forward-Standards-for-Professional-Learning-Meta-Analysis-Report-December-2021_0.pdf
- **Australian Charter for the Professional Learning of Teachers and School Leaders**, Australian Institute for Teaching and School Leadership (AITSL), 2012: <https://www.aitsl.edu.au/tools-resources/resource/australian-charter-for-the-professional-learning-of-teachers-and-school-leaders>
- **Learning Forward 2022 Standards For Professional Learning** (will go live April 18th):
<https://standards.learningforward.org/>



THANK YOU



U.S. DEPARTMENT
OF EDUCATION

