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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THE PROFESSIONAL LEARNING ASSOCIATION

MEET OUR GRANTEE PANELISTS

MiPlan

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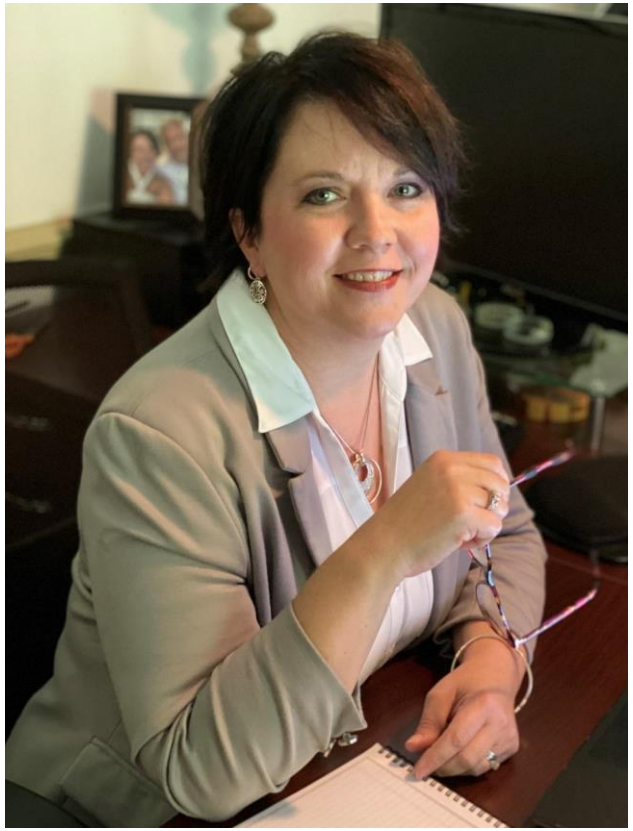
MEET OUR GRANTEE PANELISTS

Virginia ED Strategies/CHOICE



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Empowering Teacher Learning

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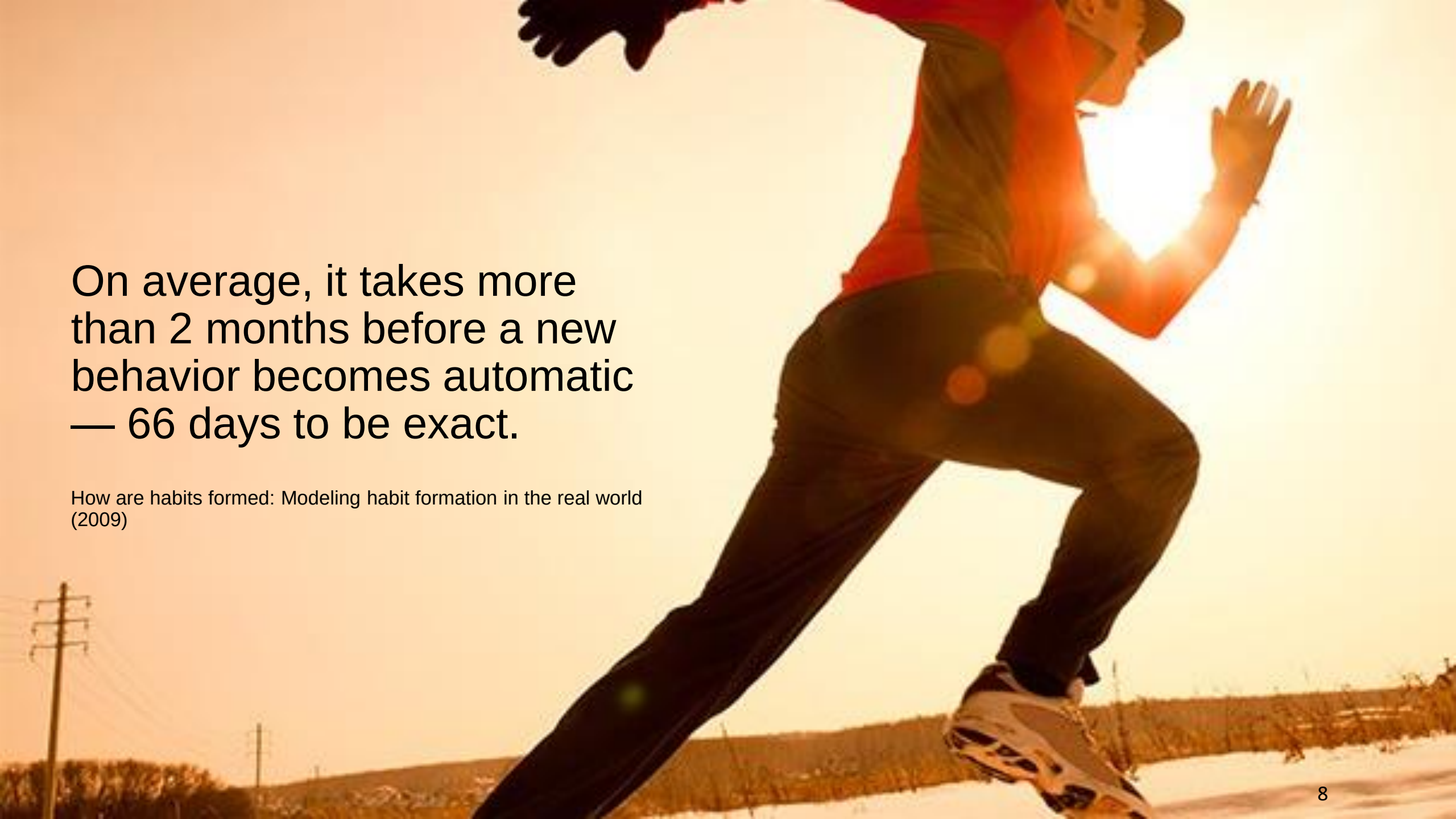
OBJECTIVES

- Learn promising practices, key research and emerging trends for teacher directed professional development from an expert in the field.

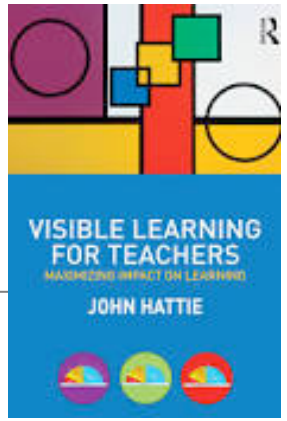
- Hear from EIR grantees:
  - What their projects are doing to give teachers autonomy over their own PD
  - How they are verifying the quality of the professional development, how they are tracking what teachers are doing
  - What they've learned about giving teachers autonomy, teacher perceptions about the process
  - Any roadblocks or things that states or districts need to consider
  - Where TDPD can be most successful



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…



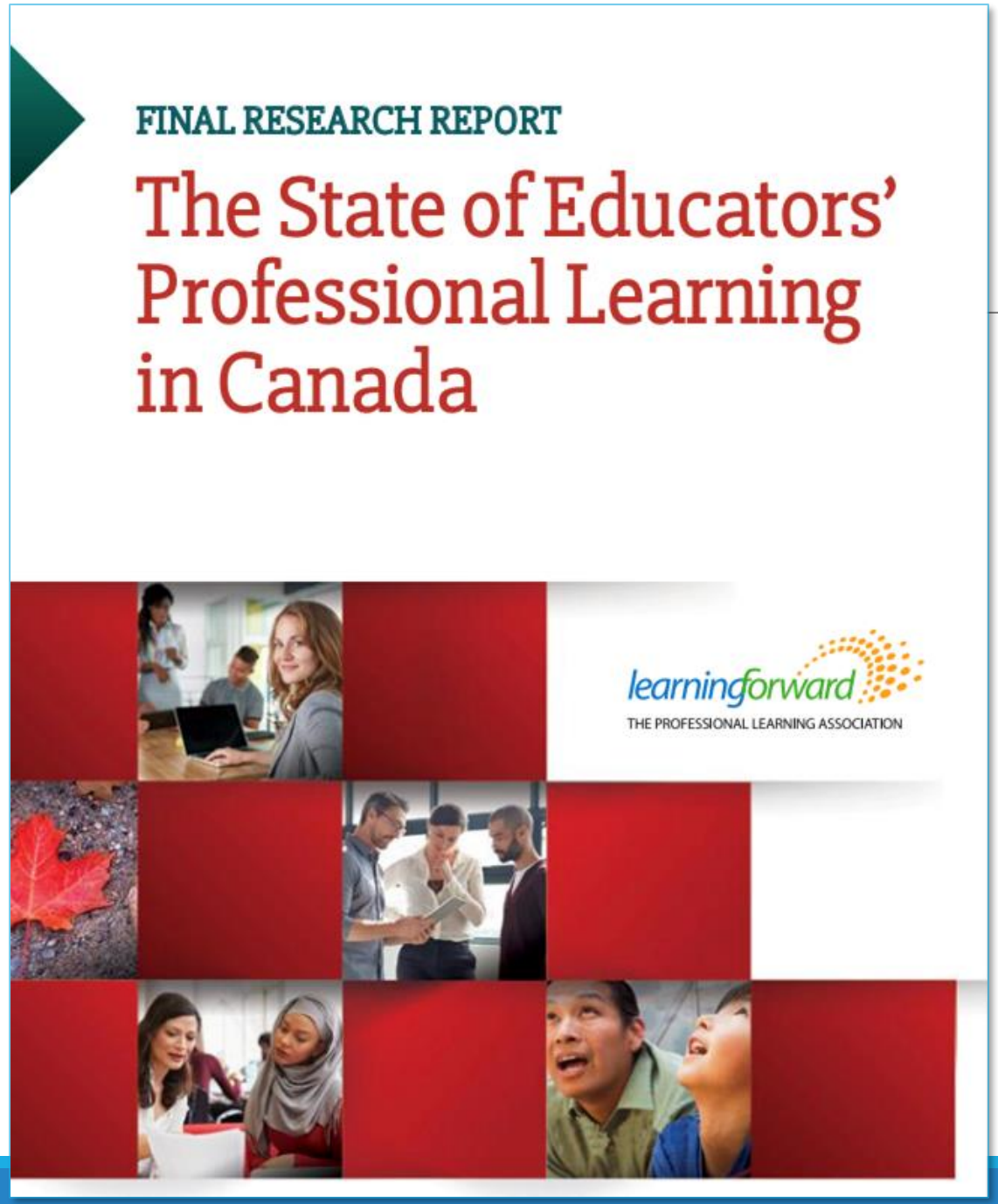
Matters Less

- 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)



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Carol Campbell, Lead Researcher

University of Regina

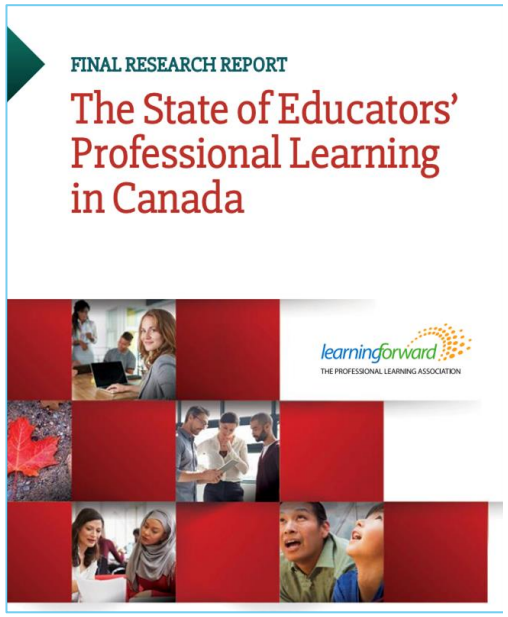
Pamela Osmond-Johnson

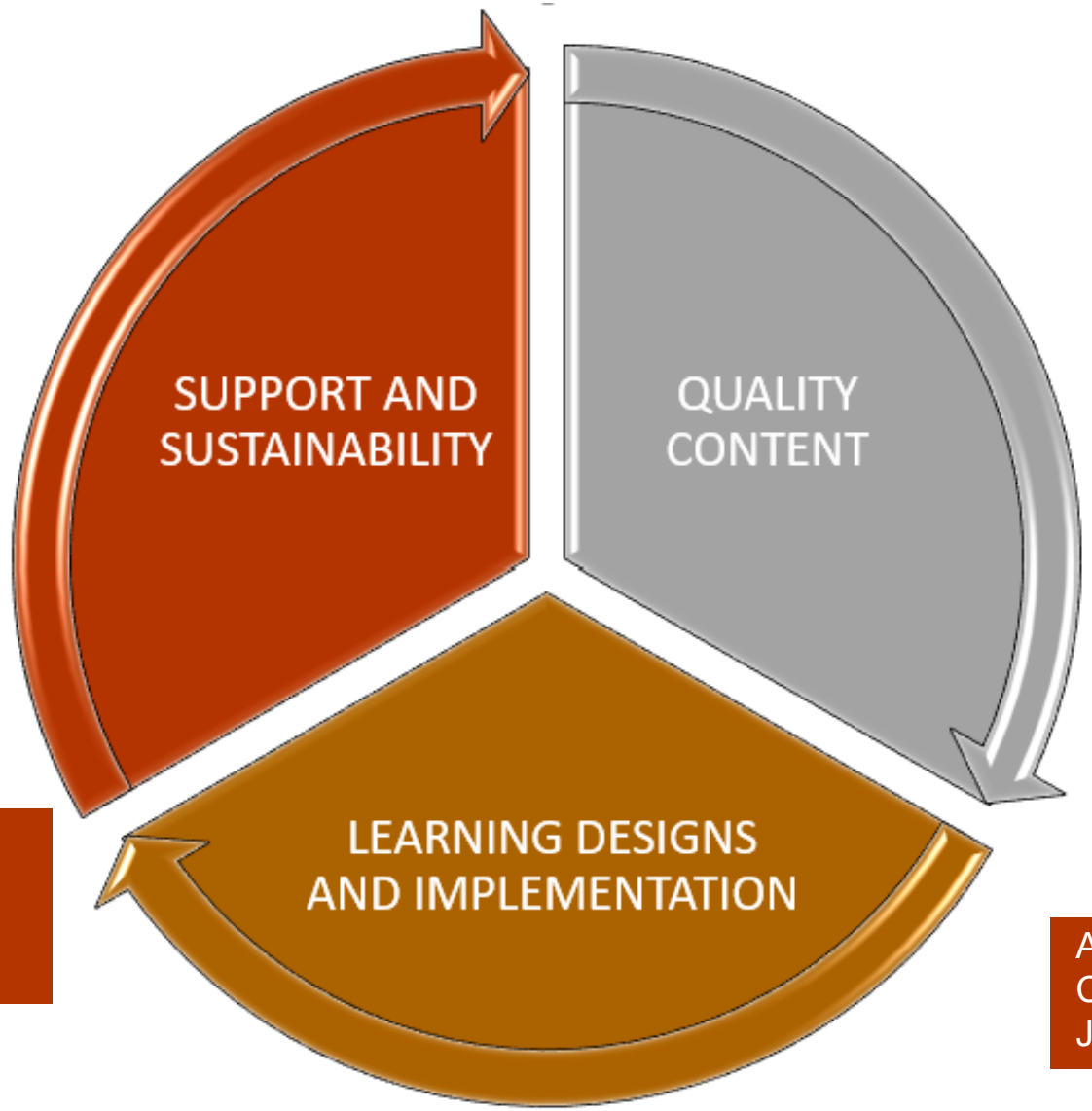
Western
UNIVERSITY · CANADA

State of Educators' Professional Learning in Canada report

UNIVERSITY of WASHINGTON

Kenneth Zeichner

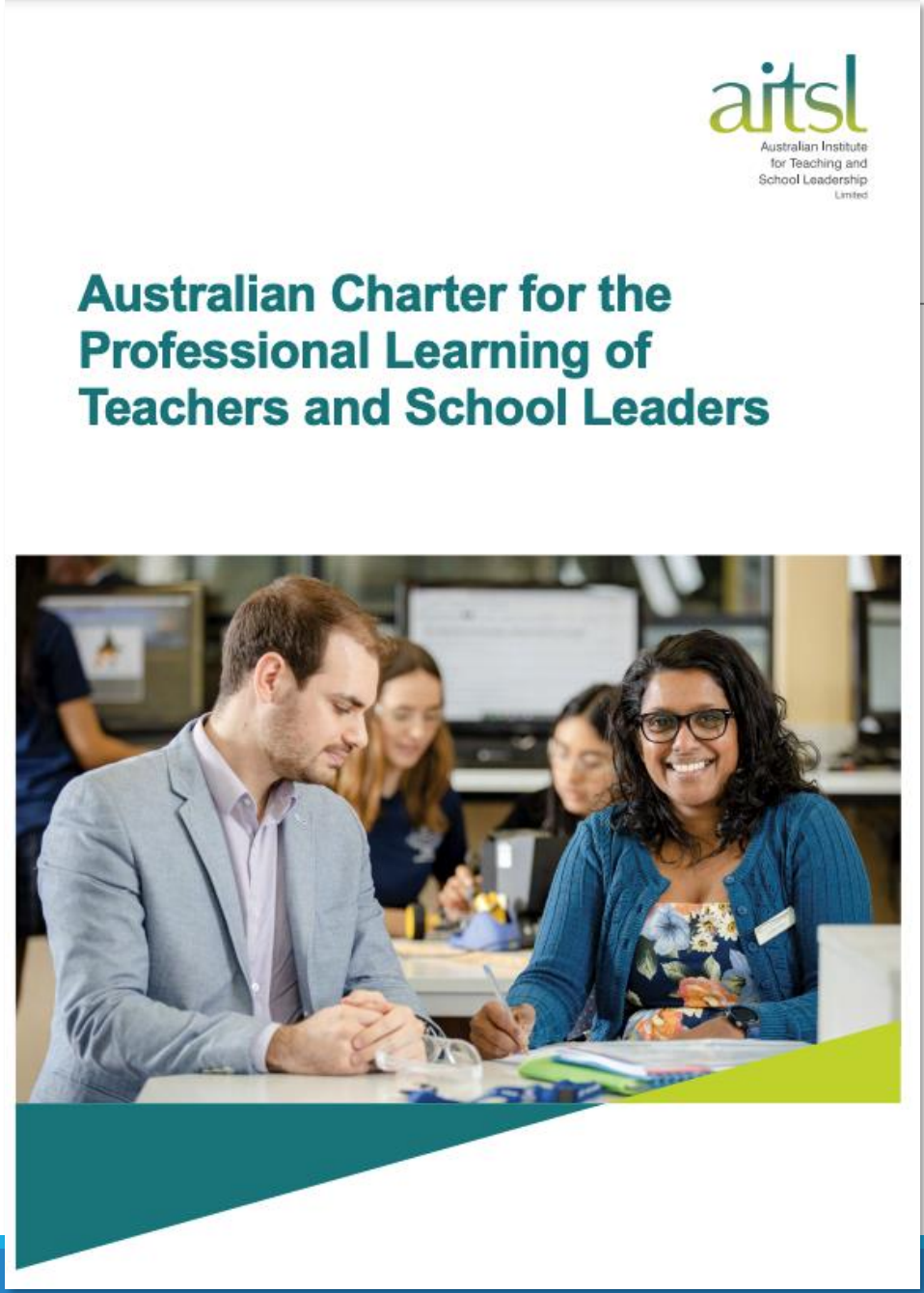




Evidence informed; Subject-specific and pedagogical content knowledge; A focus on student outcomes; A balance of teacher voice and system coherence.

Ongoing in duration; Resources; Supportive and engaged leadership

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



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

Center on
GREAT TEACHERS & LEADERS
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How Learning Forward's Professional Learning Standards Are Associated With Teacher Instruction and Student Achievement: A Meta-Analysis

https://www.air.org/sites/default/files/2022-02/Learning-Forward-Standards-for-Professional-Learning-Meta-Analysis-Report-December-2021_0.pdf

- 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.

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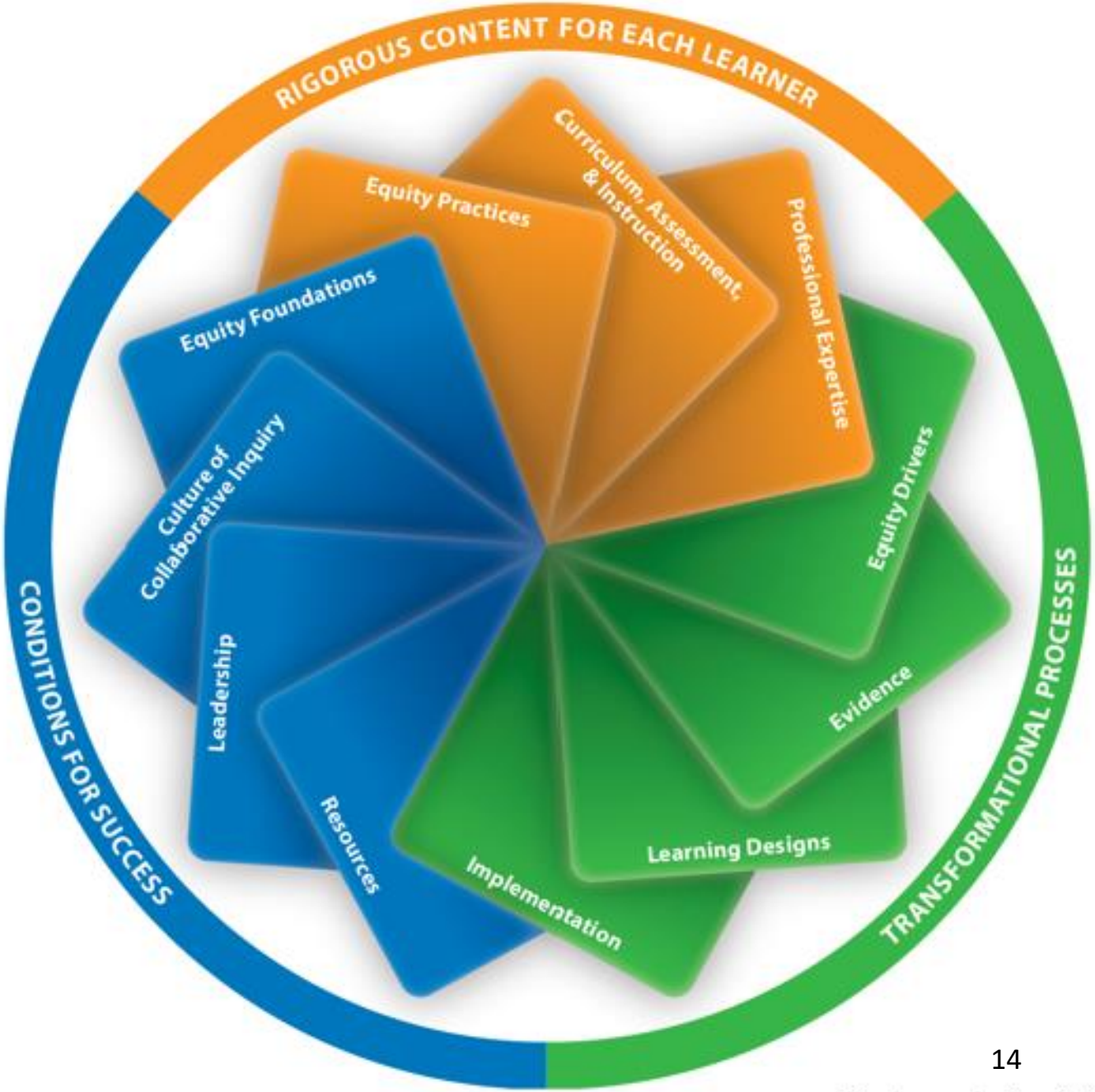
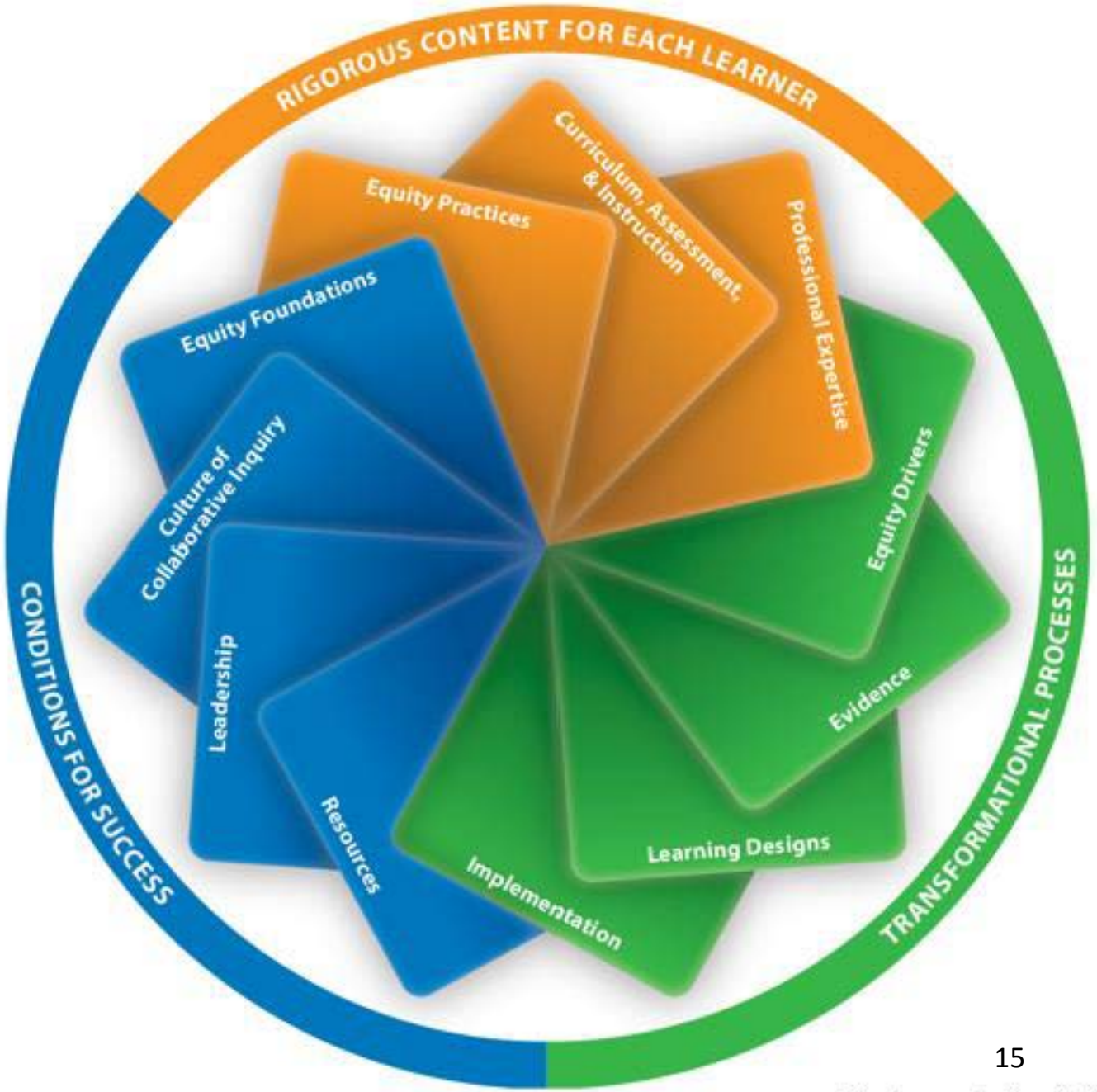
Standards for Professional Learning



Released April 2022

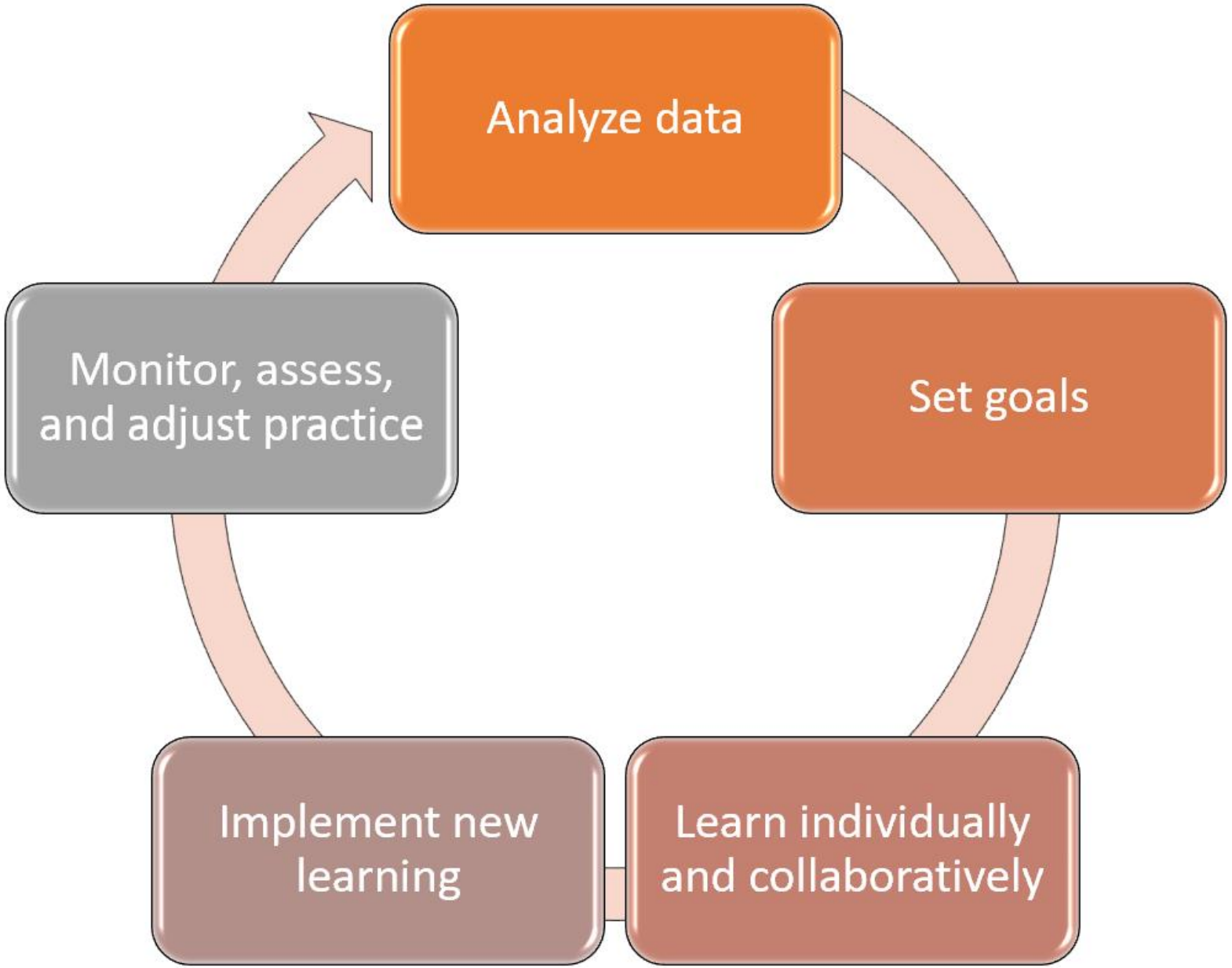
Culture of Collaborative Inquiry

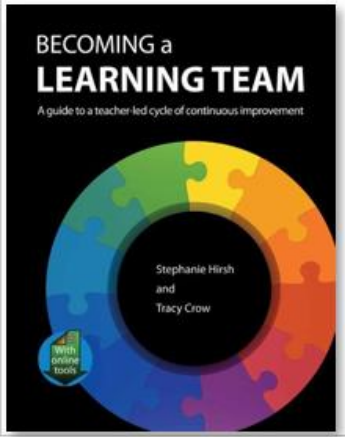
Professional learning results in equitable and excellent outcome for all students when educators engage in continuous improvem build collaboration skills and capacity, and share responsibilit for improving learning for all students



Released April 2022

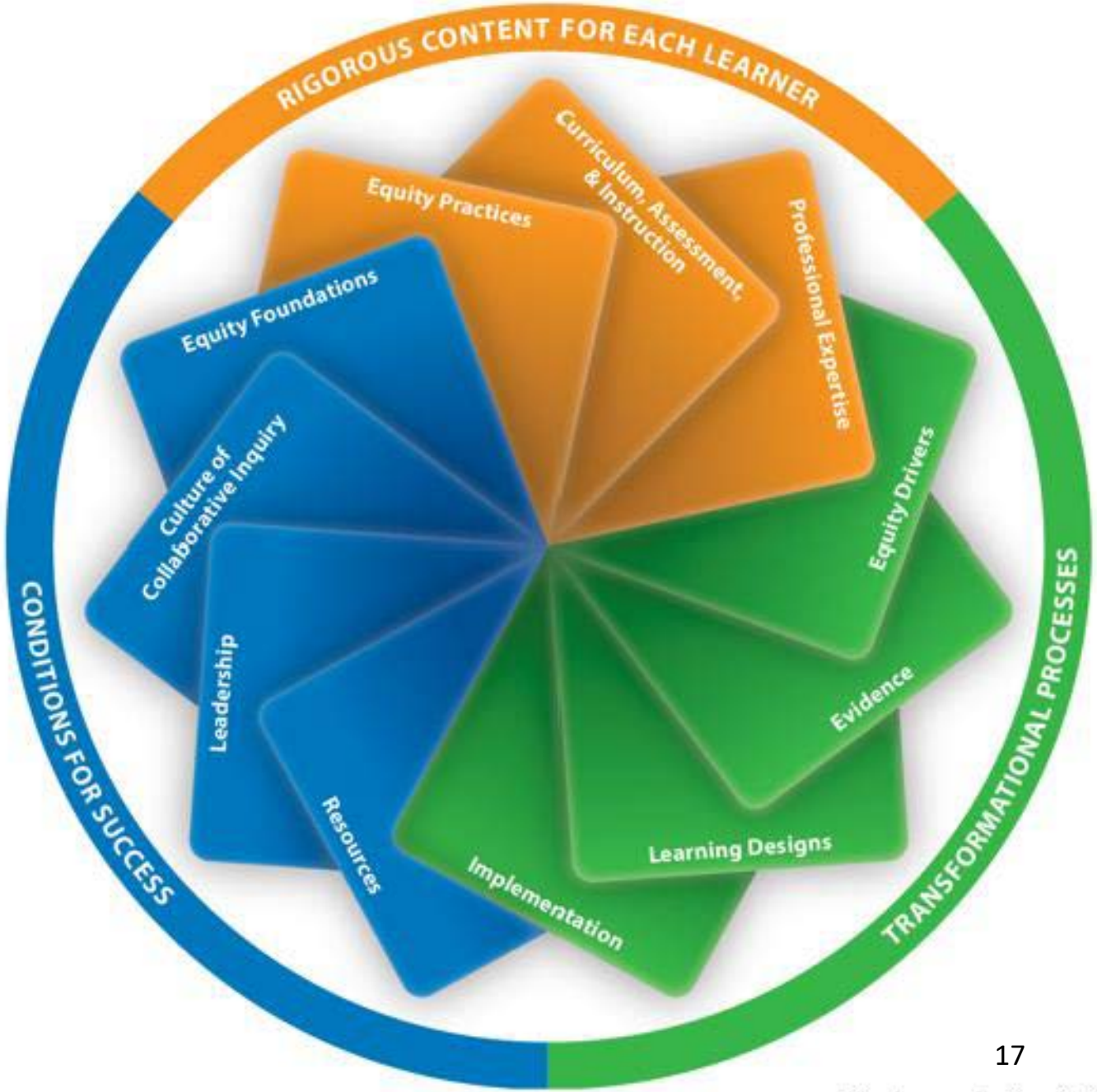
Cycle of Continuous Improvement





Conducive Conditions: Resources Standar

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

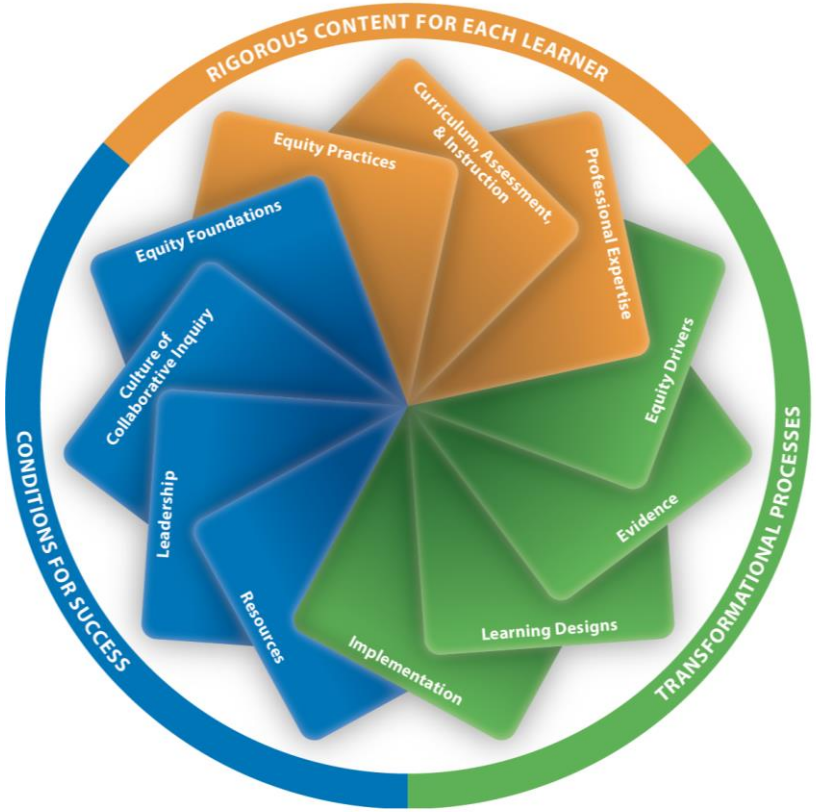


Released April 2022

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)

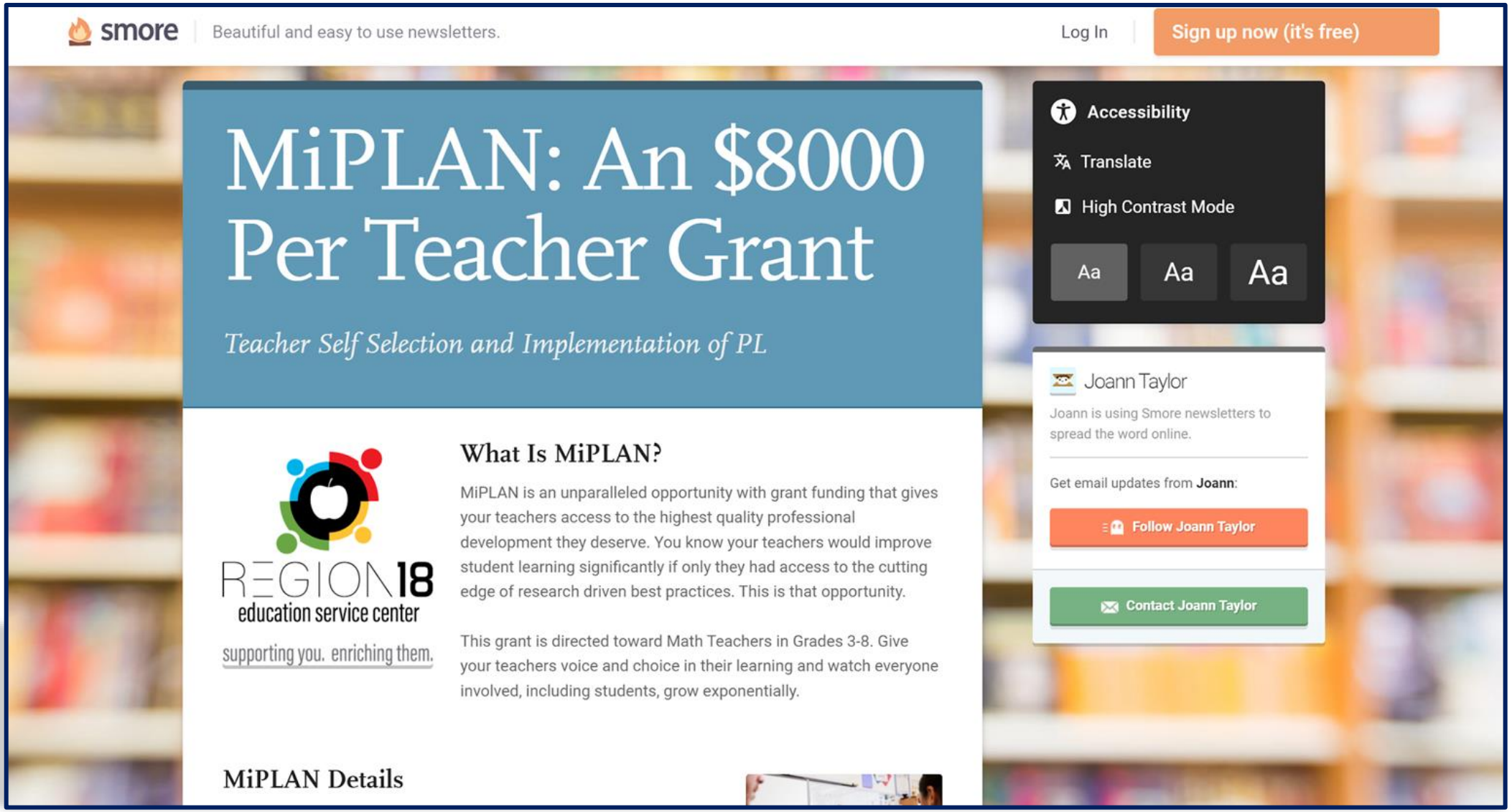
Goal: Build and test a PL program that gives teachers control over their own PL experiences and improves student math achievement.

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

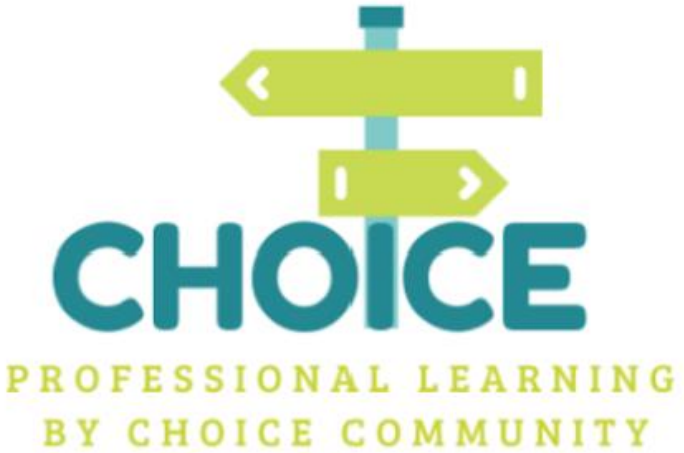
MiPLAN Teacher Grants



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	

MiPLAN PL Quality Rubric

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.

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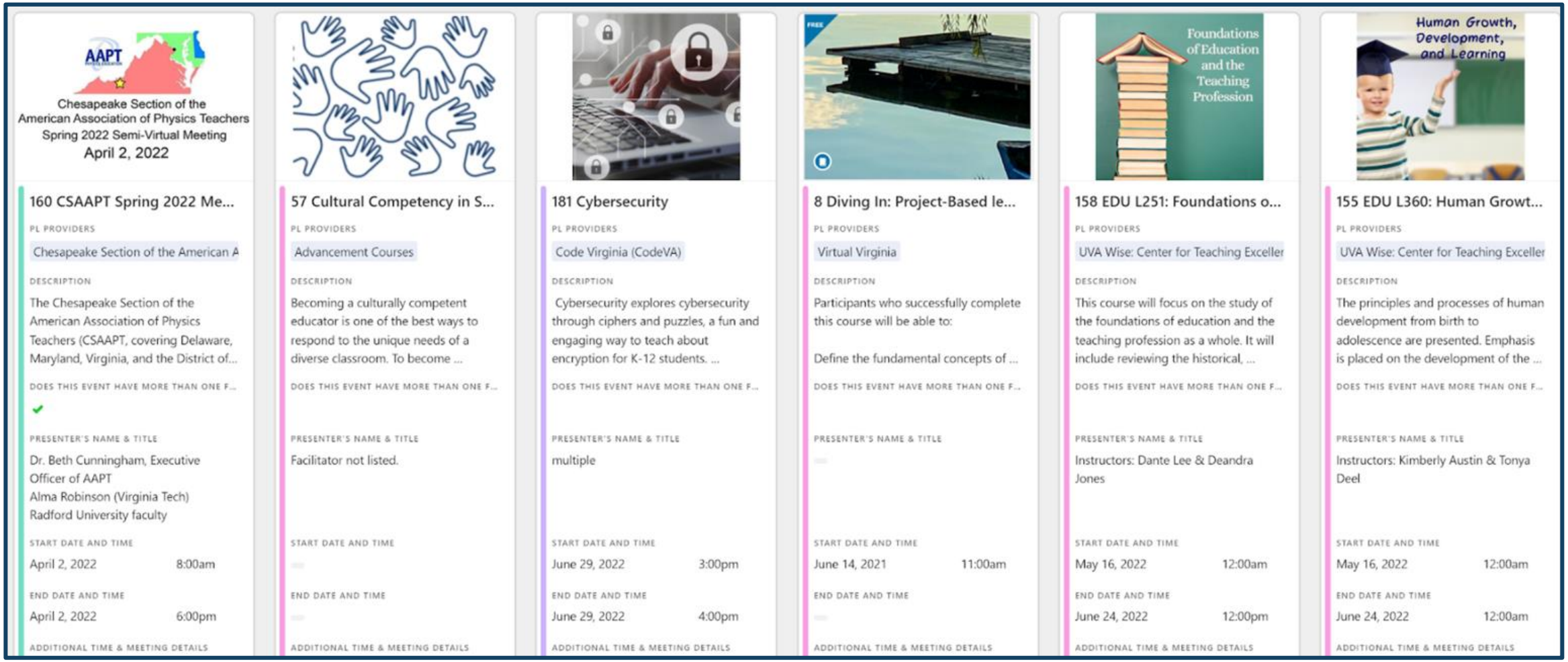
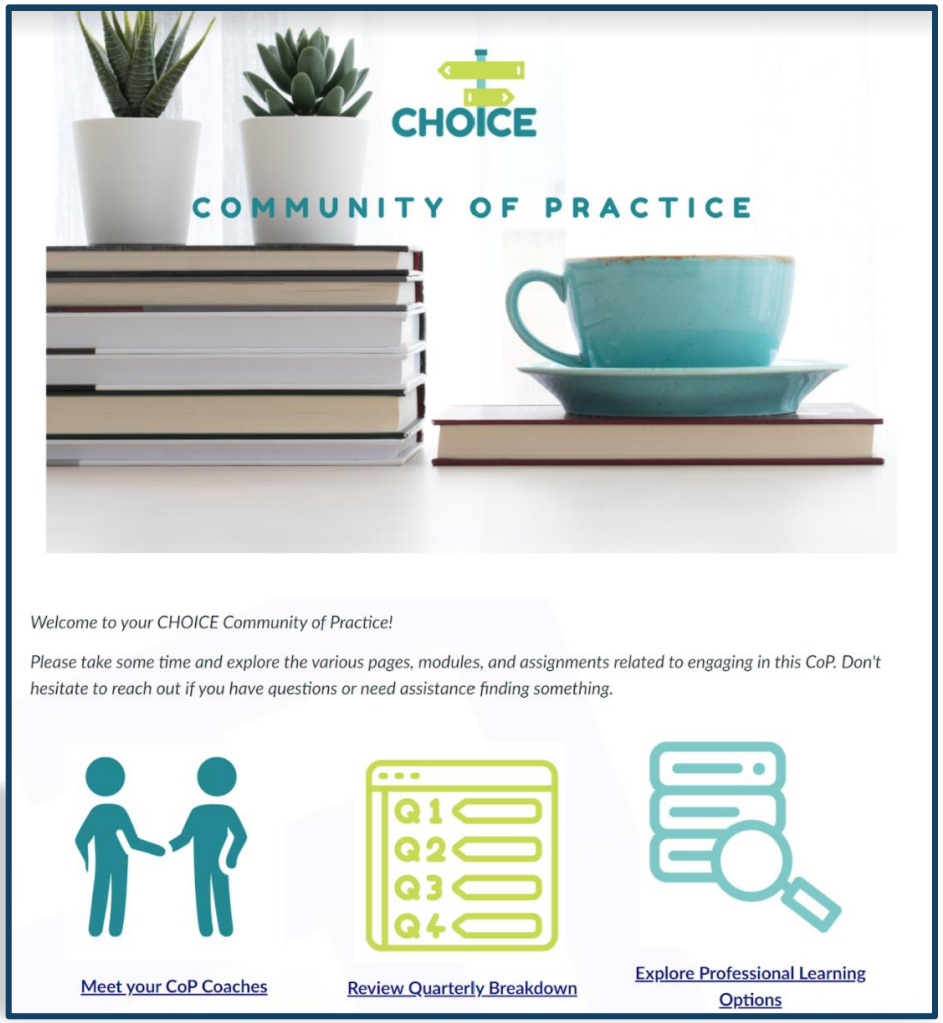
CHOICE Dashboard



CHOICE
PROFESSIONAL LEARNING BY CHOICE COMMUNITY

CHOICE Community of Practice



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Empowering Teacher Learning Partnership

Empowering Teacher Learning Partnership

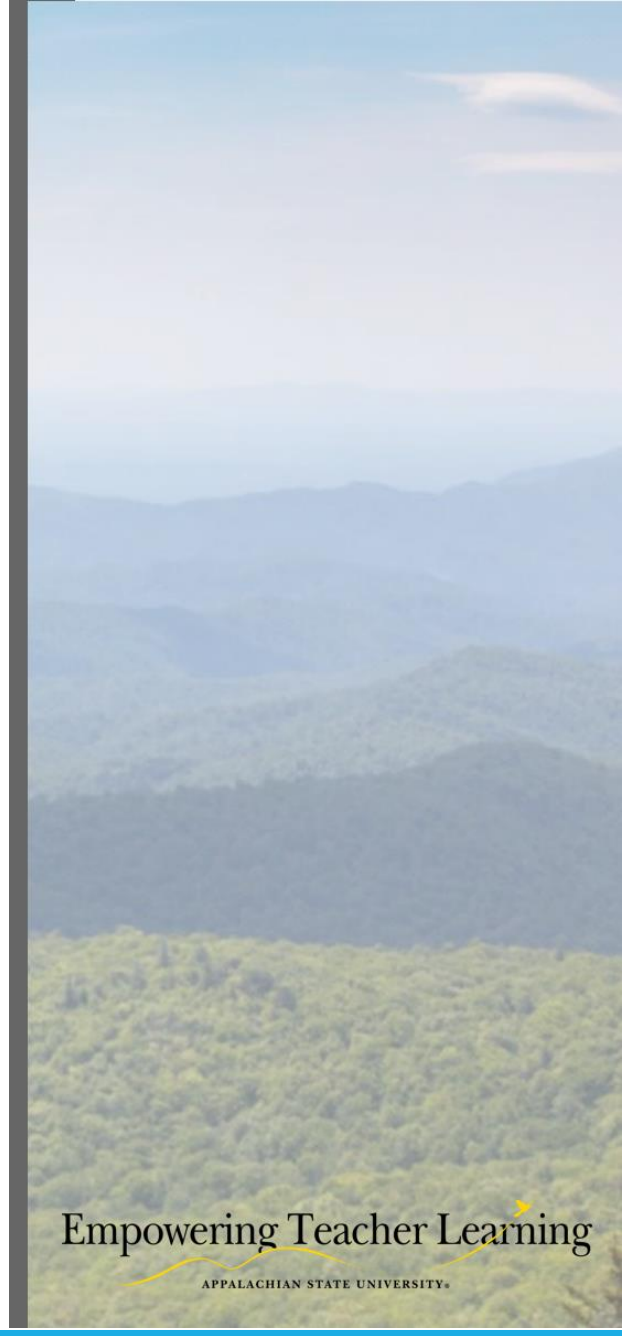
Jim Beeler, PI and Katherine Chesnutt, Project Director

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



FEEDBACK

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