



Keeping Faculty at the Leading Edge

Creating Active, Collaborative Faculty Professional Development Opportunities

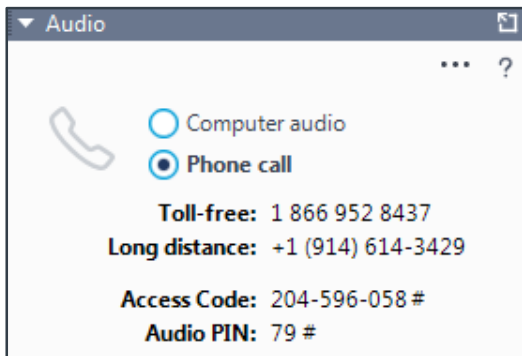
Independent School Executive Forum

Audio Options



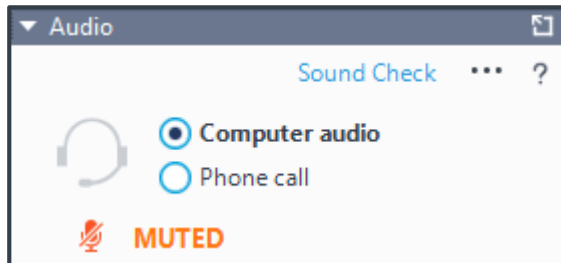
Using Your Telephone

If you select the “Use Telephone” option, please dial in with the phone number and access code provided.



Using Your Microphone and Speakers

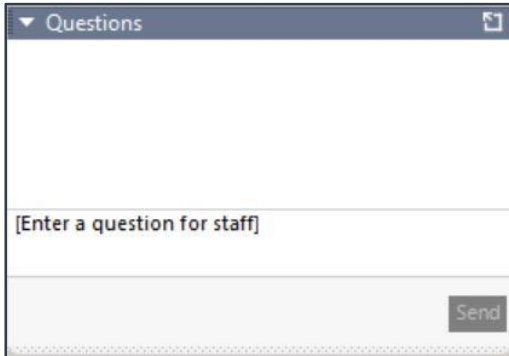
If you select the “Use Mic & Speakers” option, please be sure that your speakers or headphones are connected.



Questions Panel and Minimizing GoToMeeting

Asking a Question

To ask the presenter a question, type it into the question panel and press send.



A screenshot of the GoToMeeting Questions panel. The panel has a dark blue header with a downward arrow and the text "Questions". Below the header is a large white text area. At the bottom of the text area is a light gray input field containing the placeholder text "[Enter a question for staff]". To the right of the input field is a dark gray button with the text "Send".

Minimizing and Maximizing Your Screen

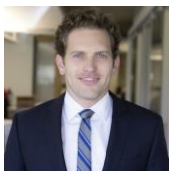


- Use the orange and white arrow to minimize and maximize the GoToMeeting panel.
- Use the blue and white square to make the presentation full screen.

Who You're Hearing From Today



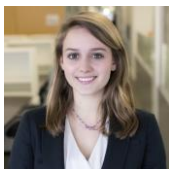
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Executive Forum



John Wachen, Ph.D.
*Consultant,
K-12 Research*



Laura Yee, Ph.D.
*Asst. Head of School for
Curriculum and Instruction*



Isabel Laterzo
*Analyst,
K-12 Research*

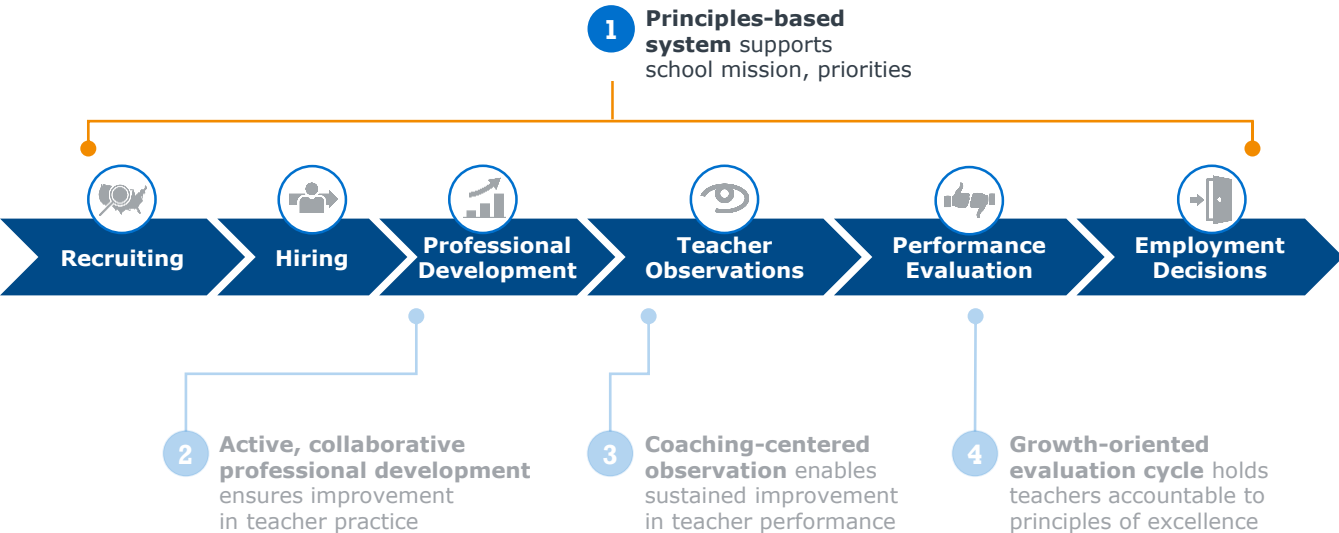


Kim Palombo, Ph.D.
*Department Head of
Learning Services*

Principles of Excellence Provide “True North”

Build Talent Management Structure with Principles as Foundation

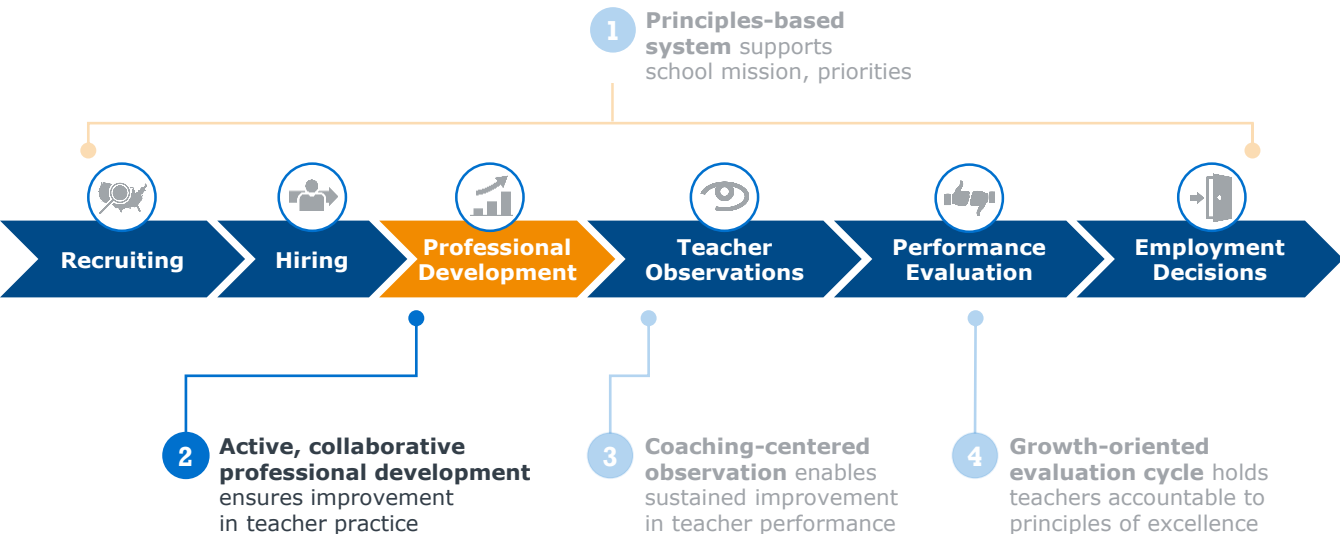
Complete Talent Management System



Provide the Right Learning Environment

Collaboration, Active Learning Essential to Effective PD Offerings

Complete Talent Management System



“

Most faculty members and most school administrators would argue that getting someone to come in one day and talk to you is a pretty bad way of doing things—**and yet we keep on doing that, even though we know it's bad.** One of the problems is that if you're going to learn something new and change your way of doing things, it has to be done in a much more sustained, ongoing way.”

*Dominic Randolph, Head of School
Riverdale Country School*

Limited Impact of Usual Professional Development



Typical Programming Often Ends at Learning New Ideas, Strategies



Conferences

- Teachers attend offsite events to learn about pedagogical, content-related topics
- Learn from topic-area experts, but little guidance, support for implementation



On-Campus Speakers

- Speakers brought to campus to deliver content during in-service days
- Deliver general information about pedagogy, content but lack school-specific context, minimally tailored to school's situation



Continuing Education

- Faculty enroll in advanced degree programs to further teaching practice
- Learn general teaching skills, but not targeted to specific content areas, pedagogical strategies



Workshops

- Experts lead on- or off-campus small group sessions to build pedagogical or subject-area related skills
- Provide teachers with in-the-moment feedback on new skills, but little post-event support

Essential Elements of High Quality PD Missing

Effective Professional Development Must Be Active, Collaborative, Ongoing

Characteristics of Effective Professional Development Known...

- ✓ Content-focused
- ✓ Fosters collaboration
- ✓ Integrates active learning
- ✓ Uses modeling
- ✓ Provides coaching, feedback
- ✓ Sustained duration



...But Infrequently Incorporated into Professional Development Offerings

- ✗ Passive learning
- ✗ Individualized
- ✗ Limited support
- ✗ Infrequent feedback
- ✗ One-off opportunities

“

“Professional development often exemplifies everything we’re fighting against in the classroom: dull PowerPoint slides, didactic presentations, and little opportunity for personal interaction. **Each time I’m left feeling deflated after spending hours doodling cats on the back of my notepad.**”

Independent School Teacher

Teamwork Makes the Dream Work

Collaborative Learning Opportunities Deepen Knowledge, Support Growth

Collaboration Increases Teacher Learning

Reported Benefits of Collaboration Among Participants in Teacher Networks¹



94%

Of teachers reporting skill, knowledge gains



90%

Of teachers reporting improved teaching

Benefits of Collaborative Learning

- Increases teacher self-efficacy
- Improves teaching culture, focus on continuous learning
- Increases application of student-centered instructional techniques
- Supports risk-taking to transform practice

"[Teacher] learning is more complex, deeper, and more fruitful in a social setting, where the participants can interact, test their ideas, challenge their inferences and interpretations, and process new information with each other."

Becoming a Learning School, National Staff Development Council, 2009

Source: Berry B, et al., "Collaboration: Closing the Effective Teaching Gap," Center for Quality Teaching, <https://files.eric.ed.gov/fulltext/ED509717.pdf>; Dunne F, et al., "Critical Friends Groups," PDK, no. 28 (2000); McLaughlin M, et al., *Professional Communities and the Work of High School Teaching*, Chicago: University of Chicago Press (2001); Vescio V, et al., "A Review of Research on the Impact of Professional Learning Communities," Teaching and Teacher Education, no. 24 (2008); EAB interviews and analysis.

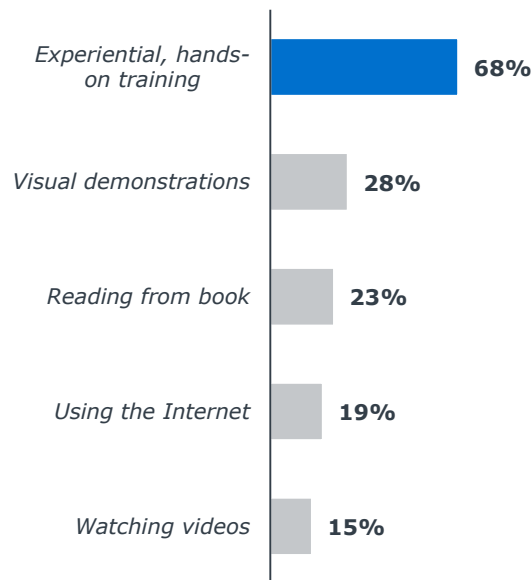
1) Survey of 1,210 teachers

Active Learning Key to Teacher Growth

Moving Beyond “Sit and Get” Professional Development

Adults Most Commonly Cite Experiential Training As Most Effective

Learning in America Survey, 2014¹



Active Engagement Required for Growth, Mastery

20+ Classroom trials required over a period of 8 to 10 weeks to master a medium-complexity teaching model

50 Number of hours of instruction, practice, and coaching teachers need before a new teaching strategy is mastered, implemented in class

“When participants are involved in their learning, rather than being passive observers, **they are more likely to master the information presented**, apply them to their practice, and retain the information presented.”

*Learner Centered Teaching Project
Purdue University*

1) n=1,011 adults age 18 and older; Respondents were able to choose multiple learning styles that they find effective.

Application, Feedback Drive Action at GDSU

Implementation-Focused Courses Provide Opportunity to Try New Ideas 

GDSU Course Basics

- ✓ In-house professional development courses taught by master teachers
- ✓ Aligned with school mission, priorities, development needs of faculty
- ✓ Occur five times per semester, during regularly-scheduled faculty meetings
- ✓ Designed with active learning in mind, with minimal lecturing, significant amount of discussion, workshopping, modeling



Workshop-Style Lesson Emphasizes Practical Application of New Ideas

Minimal lecturing engages course participants in learning process, ensures ability to implement course concepts in their classrooms



In-Classroom Application of Strategies, Concepts

Required "homework" pushes faculty to apply learning in classroom setting, assess impact on student learning



Collaborative Debrief to Assess Impact

Dedicated time in each course meeting to discuss implementation successes, challenges; offer next steps, alternative strategies

Semester-Long Process



For more information on GDSU visit gds.org/gdsu

GDSU's Faculty Fellow Application Process

Call For Proposals Outlines Expectations, Criteria for Courses

GDSU Call for Proposals Elements

1

Email To Faculty Outlining Course Expectations, Requirements

Fellowship Information

- ▶ Fellows must lead course, attend two-day Fellow Institute
- ▶ Fellows provided \$1.5k fellowship

Course Evaluation Criteria

- ▶ "A GDS student will..." alignment
- ▶ Anticipated impact on PK-12 students
- ▶ Clarity and detail of proposal
- ▶ Grounding in learning best practices

2

Google Form Application for Prospective Faculty Fellows

Basic Information on Proposed Course

- ▶ Discipline of course
- ▶ Relevancy to division(s)
- ▶ Semester to offer course

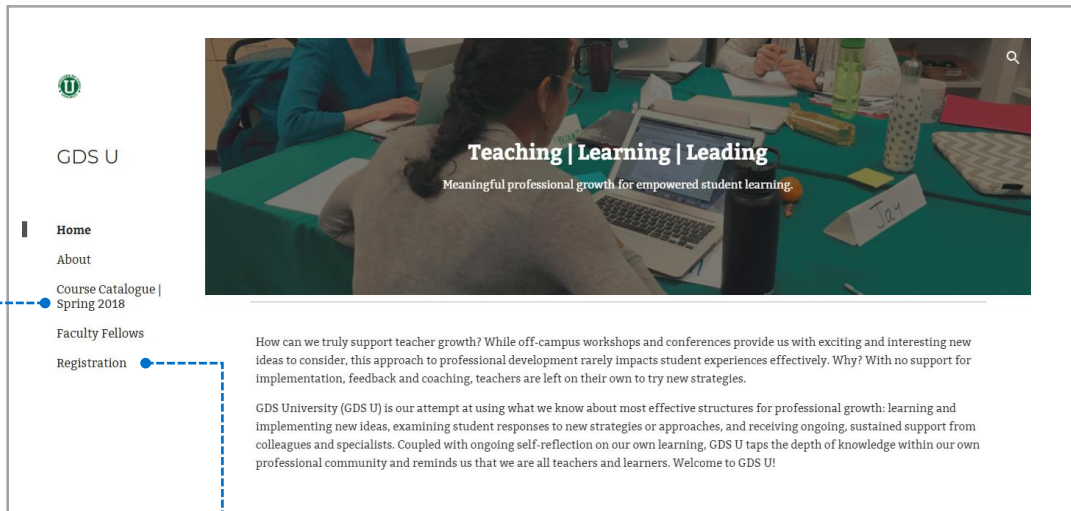
Assessment of Alignment to Criteria

- ▶ Course objectives
- ▶ Course benefits on students, learning
- ▶ Course alignment to values
- ▶ Strategies to assess teacher learning

Website Provides Key Resource to Fellows, Faculty

Site Lists Courses, Course Dates, Registration, and Fellow Information

GDSU Website and Noteworthy Links



GDS U

Home

About

Course Catalogue | Spring 2018

Faculty Fellows

Registration

Teaching | Learning | Leading

Meaningful professional growth for empowered student learning.

How can we truly support teacher growth? While off-campus workshops and conferences provide us with exciting and interesting new ideas to consider, this approach to professional development rarely impacts student experiences effectively. Why? With no support for implementation, feedback and coaching, teachers are left on their own to try new strategies.

GDS University (GDS U) is our attempt at using what we know about most effective structures for professional growth: learning and implementing new ideas, examining student responses to new strategies or approaches, and receiving ongoing, sustained support from colleagues and specialists. Coupled with ongoing self-reflection on our own learning, GDS U taps the depth of knowledge within our own professional community and reminds us that we are all teachers and learners. Welcome to GDS U!

Course titles, abstracts,
and associated fellows

Links to GDSU course
proposal Google Form

Courses Focus on Actionable Teaching Strategies

Sharing Best Practices, Homework Key Activities in GDSU Courses

Sample GDSU Courses, Fall 2017



Growth Mindset Mathematics from YouCubed



Formative Assessments to Nurture a Growth Mindset and Inform Instruction



Art of Scaffolding: Using Mentor Texts, Graphic Organizers, Checklists, Rubrics to Elevate Students' Writing



Understanding and Supporting Executive Function Skills



Responsive Classroom Approach for Arts, Physical Education, World Languages, Other "Special" Areas



Equity and Access in the Classroom: Ensuring for Equitable Participation

Formative Assessment Course Activities

- 1 Class session begins with prompt: "Write down everything you know about formative assessment"
- 2 Master teacher, class read short research article on providing feedback to students, discuss elements of effective formative assessments
- 3 Teachers share current approaches to formative assessments (exit slips, daily check-ins); master teacher shares evidence-based best practices

Course Homework Assignment

Identify opportunity for formative assessment in current teaching; bring assessment, results to next class to discussion with peers



Key Lessons

Foster a Culture of Collaborative, Active Learning



1 Carve out time in the schedule for ongoing professional development

Protect time in the schedule for professional development that engage teachers in learning and implementation on a regular, consistent basis

2 Incorporate collaboration, active learning into all in-house professional development

Design all in-house professional development offerings to support and encourage collaboration, active learning among faculty

3 Encourage change in practice through small-scale implementation activities

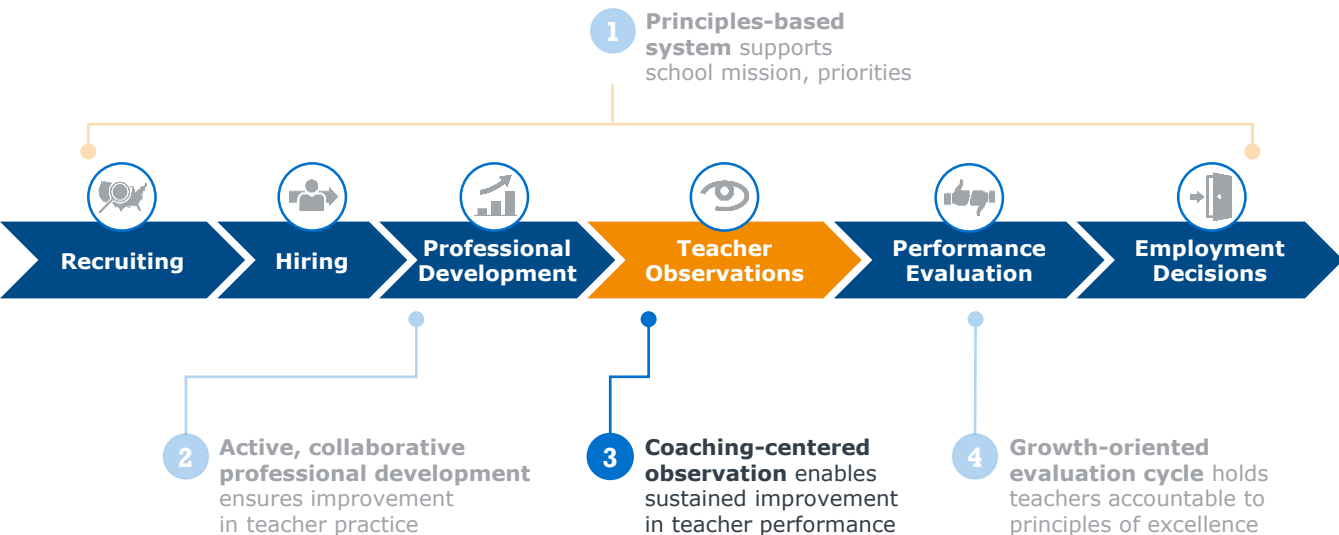
Include mechanisms that require teachers to implement newly learned skills, strategies into the classroom; provide opportunity for post-implementation discussion

Part III: Building Coaching Capacity, Effectiveness



Support Teaching Excellence with Sustained, Actionable Feedback

Complete Talent Management System



Keeping Faculty at the Leading Edge

Upcoming Webconferences in Four-Part Series

Wednesday, May 9th

1:00pm-2:00pm EST

Part III: Building Instructional Coaching Capacity & Effectiveness to Foster Faculty Growth

Thursday, June 7th

1:00pm-2:00pm EST

Part IV: Designing a Comprehensive Process for Continued Faculty Growth

For questions or help registering for any of these webconferences, please contact your Dedicated Advisor, Michal Abraham, at mabraham@eab.com

Bring EAB Experts to Campus to Enable Change

Facilitated Workshop Allows School Team to Interact Directly with Experts

Lifecycle of an Onsite



Head Attends Executive Roundtable

- Head participates in Executive Roundtable, learns latest best practice research
- Identifies opportunity for EAB to support current projects, future initiatives



Content Tailored to Member School

- Scoping call allows EAB expert to focus presentation on most relevant content to ensure biggest impact
- Opportunity to share school-specific data to further tailor onsite presentation



EAB Presents On Campus

- EAB expert presents on campus—time, format determined during scoping call
- Interactive presentation provides attendees the space to consider ways to implement best practices on campus



Ongoing Support Post-Onsite

- Following onsite, EAB team available in unlimited capacity to provide virtual support for initiatives
- Attendees can schedule regular check-ins to build accountability post-onsite

Questions about Today's Material?

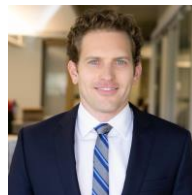
Connect with EAB Independent School Executive Forum Experts



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