



Leading for Teacher Professional Learning

APRIL 2019 | PART OF THE LEADERSHIP GUIDE FOR K-12 TEACHER PROFESSIONAL LEARNING



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

Leaders:

We know that you share our commitment to transforming schools so that students — regardless of their backgrounds — are empowered to create limitless futures for themselves, their families and communities.

In pursuit of this vision, we are seeking partners eager to collaborate with us in building rigorous cultures of student, teacher and leader learning. Currently, we are looking for leaders who are motivated to take action to create cultures that unleash the potential of teachers working together on behalf of student learning in rigorous new ways.

Too often in our nation's schools, teachers work in relative isolation and do not feel empowered to collectively problem solve and get better on behalf of students. In contrast, as recent collective efficacy research illustrates, teachers and students thrive in cultures where teachers and leaders believe they can collectively work together to solve problems of student learning through making improvements in their practices. John Hattie's research has reinvigorated the national conversation about collective efficacy.

If you are a leader ready to take an important step toward building shared ownership of the problems of student learning in your system, the University of Washington Center for Educational Leadership (CEL) is eager to partner with you.

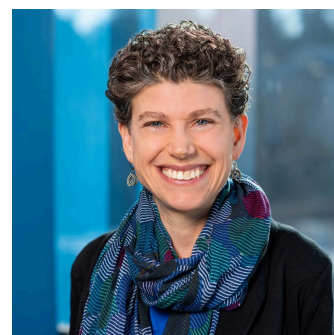
We have launched a new line of service designed to help leaders across a school or district to (1) examine the professional learning culture they have and (2) take specific actions to create the cultures of collective efficacy in service of making changes in teaching practice to benefit students.

Explore our Partnership Prospectus and contact us when you are ready to transform teacher professional learning in your system.

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Director of Teacher Leadership and Learning

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“I felt free to be able to pause and figure out what I was going to do. I didn’t feel that pressure to stick with the pacing. I could change my mind in the middle of a lesson to see what worked.”

Meg Whinna
Fifth-grade Teacher



Why invest in transforming teacher professional learning

Improving professional learning cultures and systems among teachers is a long-term, sustainable approach to addressing persistent challenges of student learning.

Our approach to professional learning, which develops teacher collective efficacy, stands in contrast to traditional investments in teacher professional development that have not consistently yielded results for students. Our methodology ensures that your investment will be aligned with ESSA's requirement for professional learning activities that are sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused.

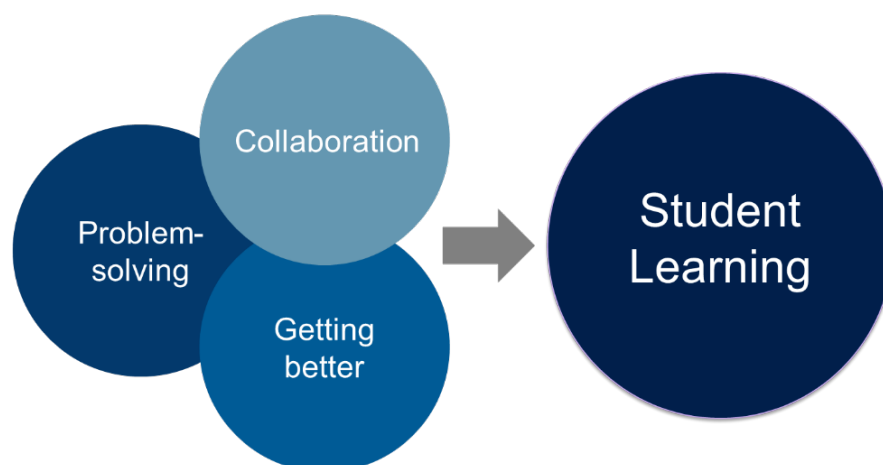
This Partnership Prospectus describes how the University of Washington Center for Educational Leadership (CEL) will work with you to develop effective school-based professional learning cultures focused on (1) problem-solving, (2) collaboration and (3) getting better. These three micro-cultures exist and interact in schools where there is collective efficacy and improvement in teaching practice.

Your investment in developing collective efficacy will transform teacher professional learning in your school setting so that it can become part of the fabric of the daily life of educators and transform learning for students.

“When everyone is engaging in a similar process in multiple different venues throughout the year, that’s when we see growth. We’re building a system that is going to be able to continue.”

Casey Harkleroad
Instructional Coach

Collective efficacy on behalf of students



What you will gain

Students will learn how to

- Engage in rigorous grade-level thinking and work.
- Work together to solve problems, take ownership of their ideas and thinking, and have agency in how they learn and engage.
- Develop meaningful relationships with each other in a learning environment where their cultures, languages and backgrounds are viewed as strengths.

Teachers will learn how to

- Get better in targeted areas of their instructional practice.
- Collaborate to make instructional changes based on data and student work.
- Use and adjust protocols to analyze evidence of the impact of these changes in response to student need.
- Develop routines for continuous collective problem-solving and risk-taking in their instruction.
- Analyze their growth toward a shared vision for teaching and learning.

Principals, coaches, teacher leaders and district leaders will learn how to

- Build a shared vision for teaching and learning in a target area.
- Foster, sponsor, and sustain professional learning in ways that allow teachers to stay focused on working together to solve problems of student learning.
- Create conditions for teachers to collaborate and problem-solve more effectively on behalf of students' learning experiences.
- Build a broader culture of public practice, gather formative observational data, and use student learning data in professional learning.
- Develop and adjust a theory of action and implementation plan for supporting teacher learning over time.

"It has hugely changed the culture. We make our practice public, we believe in our collective efficacy, and if we all think and work together, we can improve student learning."

Ashlie Short
Principal

How we will partner

Needs assessment

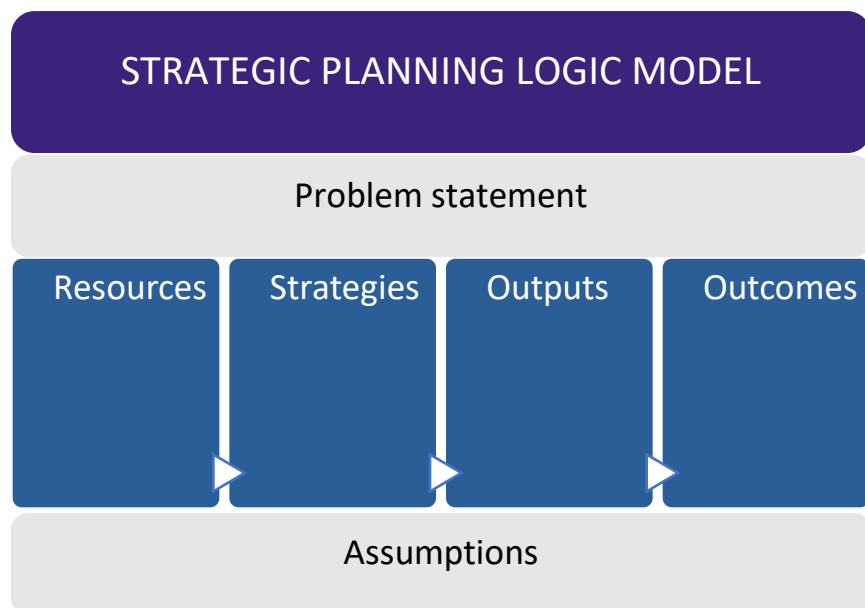
We begin at your school site in either the spring or at the beginning of the school year with an initial needs assessment documenting the current state of professional learning in your school and the articulated problems of student learning. We engage your leadership team in the entire process. Our needs assessment process helps create shared ownership and understanding of the current state of student learning, instruction and professional learning culture.

Strategic plan

We work with you after the needs assessment to determine the exact content and structure for the professional learning partnership. The needs assessment suggests points of strength to build on, structures to use, and recommendations for the initial focus problem of student learning. Principals, coaches, teacher leaders and district leaders learn to strategize using a logic model.

“The short-term outcomes that were surfaced and clarified using the logic model became like the heartbeat of our literacy improvement effort; consistently and clearly communicated, monitored, and understood by all.”

Christy Bowman-White
Literacy Assistant Principal



The road map

Our 3-year process of collaboration will leave your school culture revitalized and meaningfully redirected toward students and their learning.



Year 1: Creating a *foundation*

In Year 1, we work alongside the school principal and a leadership team of your design (including coaches and lead teachers). We also work with you in support of developing a cohort of teachers in a particular content area or grade level.

Sample learning structures could include a combination of the following:

- Fall kick-off with the leadership team and teacher group to seed the work.
- Cyclical ongoing face-to-face support across the year including facilitated learning walks, leadership coaching (one-on-one or team), and cohort teacher group facilitation and possible teacher professional learning.
- Ongoing virtual consulting for principal and/or leadership team.
- Creation and in-person delivery of a midyear report.
- End-of-year data analysis, reflection, report, and planning session for Year 2.

Years 2 and 3: Digging in for instructional *growth* and building *sustainability* in culture and instructional leadership

We co-design years 2 and 3 with the potential to:

- Study and take action together to increasingly improve student agency and experiences.
- Increase cohort 1 teachers' decision-making and problem-solving skills.
- Bring in another cohort of teachers using the structures from Year 1.
- Add more-nuanced teacher content-learning work targeting measurable impact on students' experiences and classroom-based learning outcomes.
- Develop increasing independence in leaders' ability to lead professional learning.
- Create and sustain a teacher learning culture of collective efficacy beyond the cohorts.

Budget range

Partnering school districts should assume a budget range of \$93,000 to \$110,000 for Year 1 and \$72,000 to \$84,000 per year for Years 2 and 3, based on the participation of one school site.

Call for collaborators

CEL is looking for up to two partners who are eager to collaborate intensively as they engage in this transformative work.

To that end, we encourage you to consider becoming a Leading for Teacher Professional Learning Collaborator. As a collaborator, you will be engaged in a *discounted* 3-year partnership with CEL in which you will develop new skills and competencies as a Leader for Professional Learning. In exchange, you will agree to:

- Try out and potentially adapt our new tools and processes.
- Provide CEL with regular written or verbal feedback on these tools and processes-
- Engage in at least monthly communication including phone or video conferences with CEL staff.
- Share what you are learning along the way including unexpected breakthroughs and barriers.
- Share artifacts of your work along the way.
- Provide CEL with access to leaders in your system for observations, interviews, photographs and/or video for the purpose of our mutual learning and for CEL publication.

We know that this collaboration will be mutually beneficial for CEL and for you! **For priority consideration, indicate your interest by Friday, May 17, 2019 at www.k-12leadership.org/TPL.**

Contact us

Interested in bringing the Center for Educational Leadership's Leading for Teacher Professional Learning partnership to your school system? Visit our website to get started at: www.k-12leadership.org/TPL

“Working with CEL is helping us as instructional leaders to think differently about how we plan, sponsor and support the implementation of professional learning. We are getting more clear about problems of student learning and the kinds of instruction, leadership and learning culture that will impact students in positive ways.”

Stacy Thomas

Executive Director of
Teaching and Learning

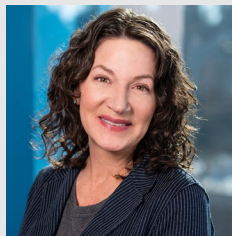
About the University of Washington Center for Educational Leadership

The University of Washington Center for Educational Leadership (CEL) was founded in 2001 as a nonprofit service arm of the University of Washington College of Education, one of the top education schools in the country. CEL's North Star is a vision of transformed schools empowering all students, regardless of background, to create limitless futures for themselves, their families, their communities and the world. We partner with courageous leaders in classrooms, schools and the systems that support them to eliminate educational inequities by creating cultures of rigorous teaching, learning and leading. CEL's faculty, staff and consultants come from research institutes, state education offices, school and district administration offices, and K-12 and college classrooms. For more information, visit www.k-12leadership.org.

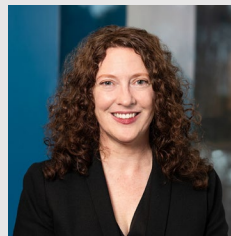
Our Teacher Professional Learning Team



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Learn more

The Leadership Guide for K-12 Teacher Professional Learning

Traditional investments in teacher learning have not consistently yielded results for students. Creating classrooms where all students develop agency and efficacy requires a new approach to how teachers help them learn and engage. The Leadership Guide for K-12 Teacher Professional Learning is for leaders in classrooms, schools and school systems who want coherent, authentic, sustainable, and effective teacher learning aimed at improving outcomes for students. This multipart guide provides practical guidance for leaders, whether they are making the case for transforming teacher learning in their setting, implementing a sustainable approach, or seeking support for scaling and extending effective practices.

The following resources are available at:

www.k-12leadership.org/teacher-professional-learning.

INSIGHTS SURVEY

Teacher Professional Learning Insights Survey

This insights survey captures the diverse viewpoints of teachers and leaders on their experiences with teacher professional learning efforts in their school systems.

GUIDANCE BRIEF

Making the case: Transforming teacher professional learning

This guidance brief reflects CEL's current thinking of teacher professional learning as a key driver to creating transformative classrooms.