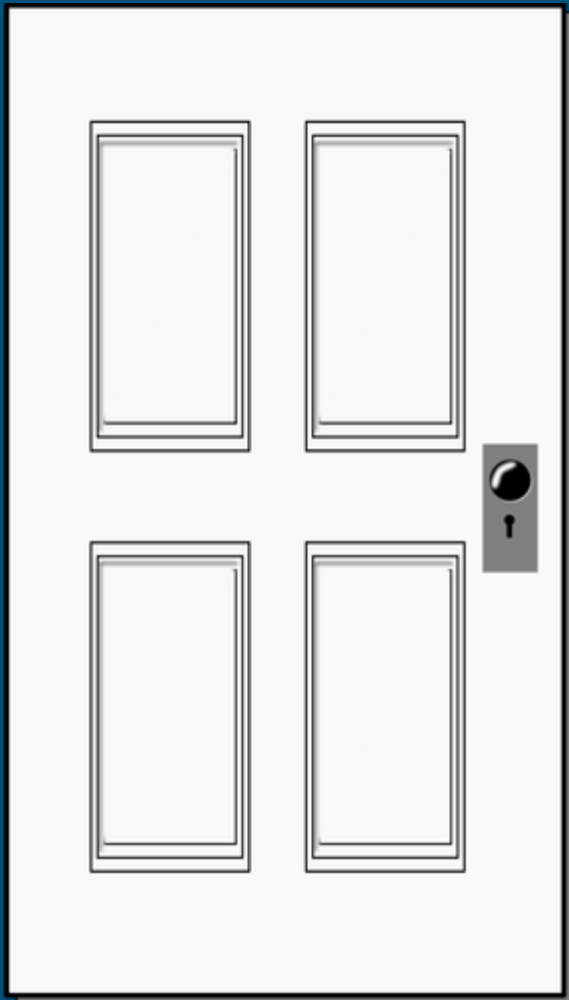


Unlocking Potential:

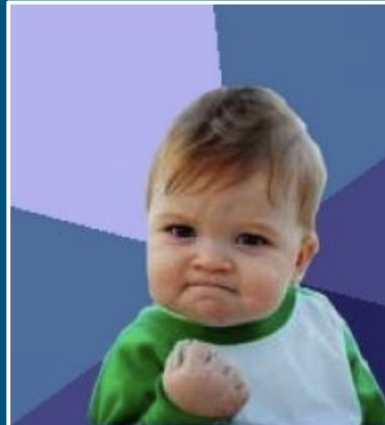
*Leveraging Research for Effective
Teacher Professional Development*

Mary Allegretta, Ed.D. & Christina Cone, Ed.D.
Bellmore-Merrick Central High School District

A thin yellow line forming a corner bracket on the right side of the slide, pointing towards the authors' names.

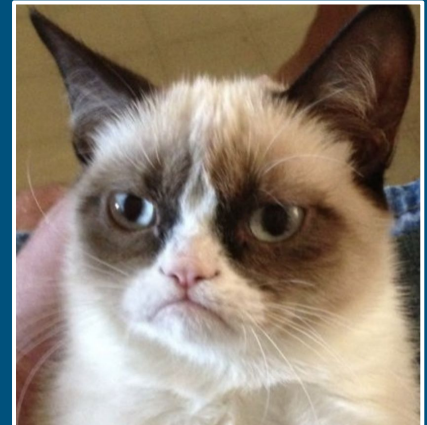


DO NOW: Please take a moment to think about



**Your BEST PD
Experience so far**

**and/
or**



**Your WORST PD
Experience so far**

...and then share your thoughts with a colleague nearby



Session Goals:

- Consider the efficacy of common teacher professional development approaches through the lens of **Learning Theory**
- Discuss how to **evaluate and improve the quality of Professional Development** in your department, school, or district.

Tell me without telling me...

When it comes to teachers'
professional learning experiences,
there is room for improvement.

What I Do During Staff Development Days



- Learn a new strategy I can use with my students
- "Fondly" remember the last time I had this EXACT. SAME. TRAINING.
- Side conversations with my teacher friends
- Wonder if the presenter has ever taught before
- Think about things I need to get done in my classroom

"I just can't get enough of these Staff Development Days. They definitely improve my teaching!" ...said no teacher ever!

someecards
user card

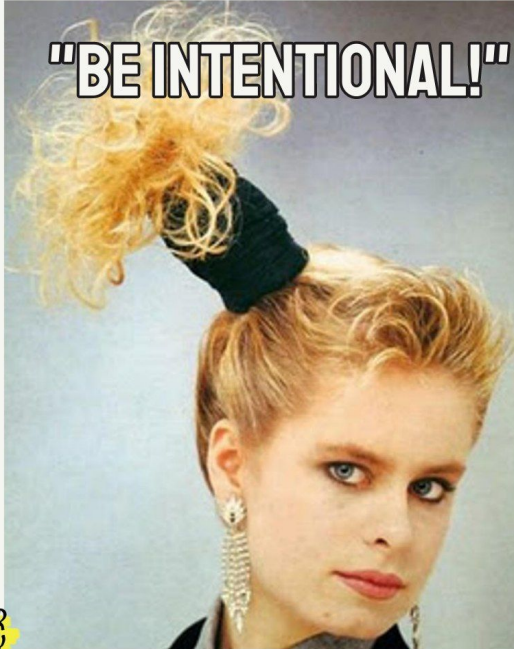




Teacher Misery

August 2 at 8:56 PM · 🌐

I paired annoying educational buzzwords with bad 80s hair. I have no idea why I did this.



TEACHER
MISERY



TEACHER
MISERY



TEACHER
MISERY



Johan Urbanus Schmidt 🌈

@gymMonkey



Teachers' convention is a huge waste of time and money. This model of PD is not timely, informative or meeting the needs of members. Keynotes are mostly unrelated to education. Redistribute money back to teachers in PD accounts so I can have meaningful and focussed PD.



Elisa Waingort

@ElisaW5

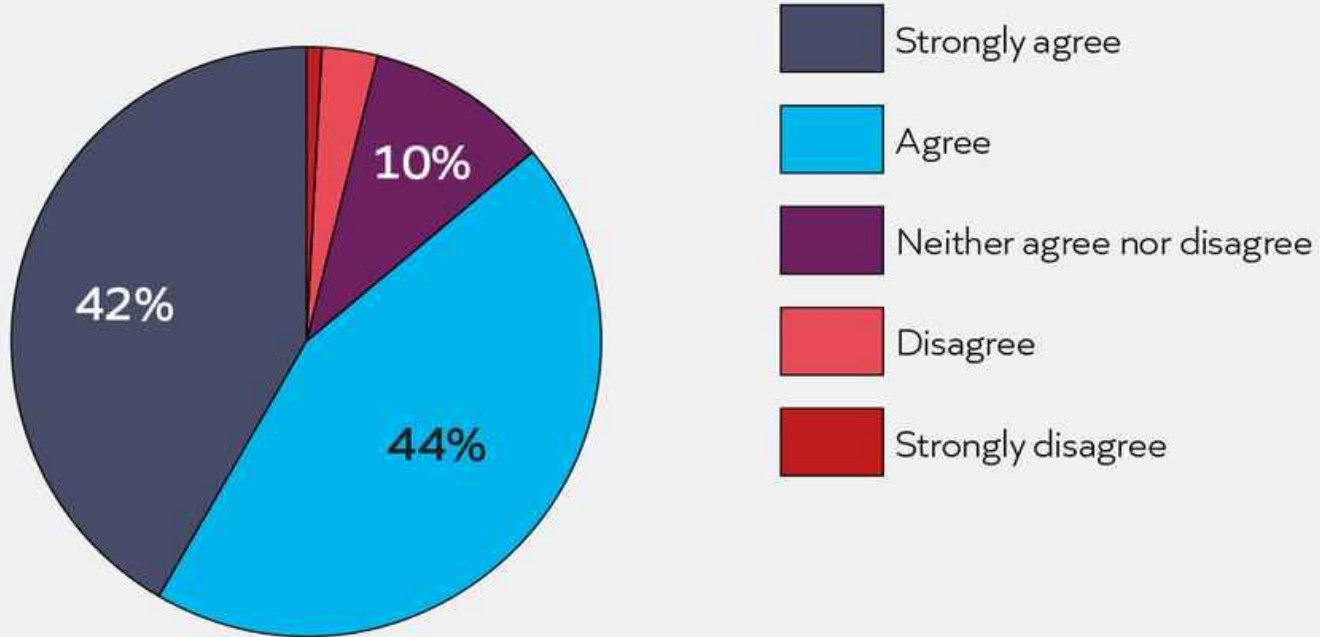


Depends on sessions you choose 2 attend. I rarely go 2 keynotes unless they're writers or educators. I don't need another motivational speaker. I usually make good choices 4 myself, but not always. Large unthemed conferences: try 2 be everything 2 all. Need 2 revisit this idea.

Perhaps there's more to this story...

**Let's look at some recent research on
teachers' perceptions about their
Professional Development**

It is important for early career teachers to take time each week for their professional development through activities such as self-study, training sessions, mentoring etc.



from [An Independent Review of Teacher PD from the U.K. Government \(2023\)](#)

Teachers' Perception of Influence

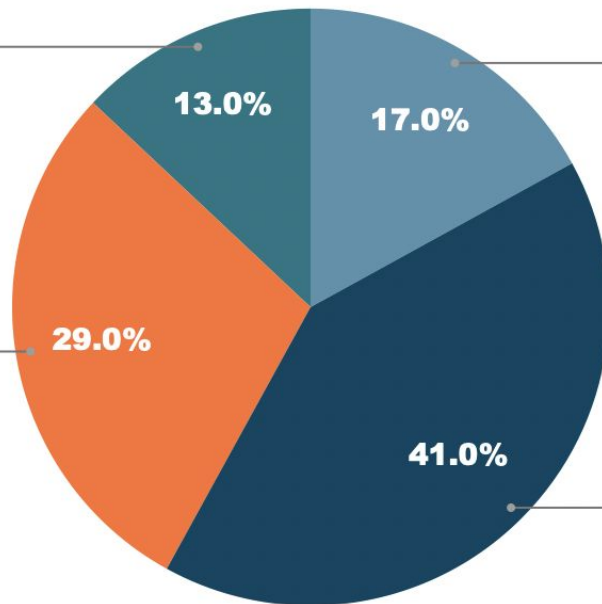
How much input do teachers' have on district-provided PD?

NOT AT ALL
13.0%

A LOT
17.0%

ONLY A LITTLE
29.0%

SOME
41.0%

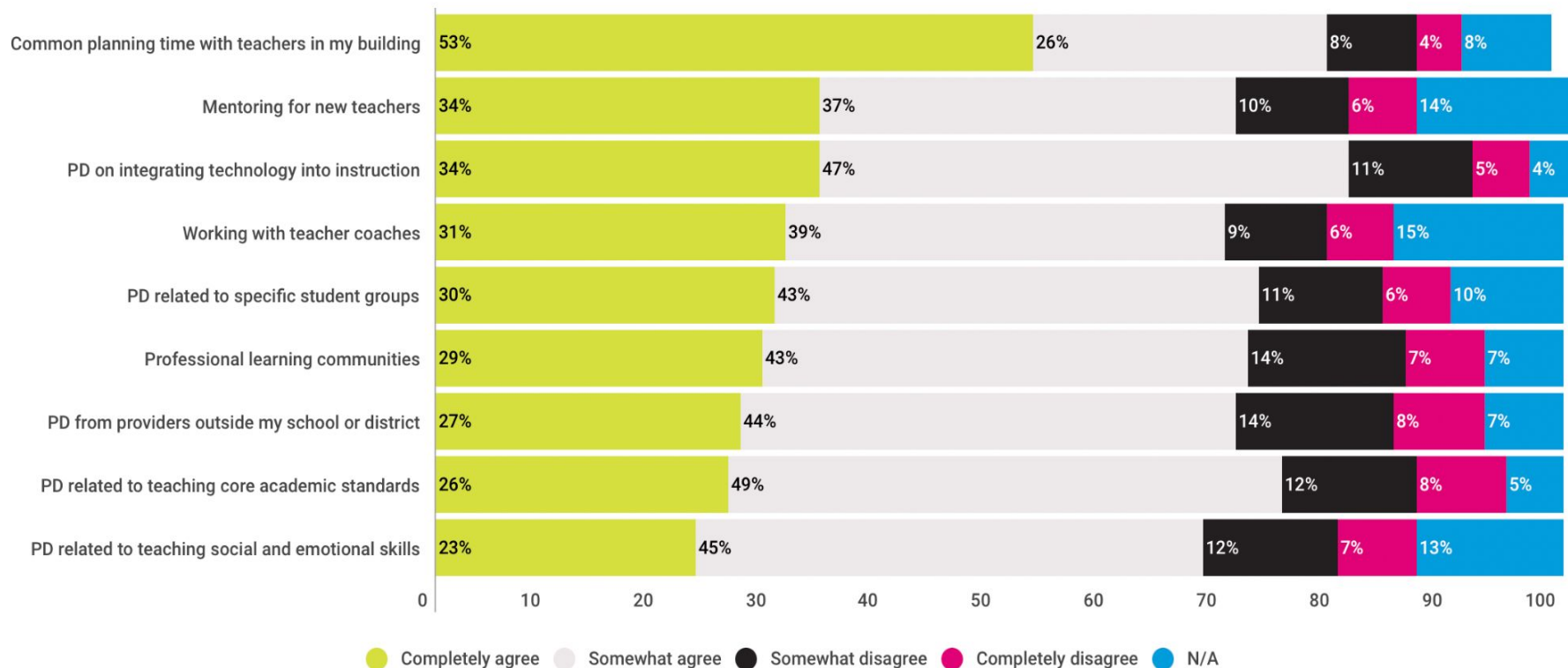


Questions for Consideration:

To what extent does your school or district regularly collect teacher input and/or feedback about your PD offerings?

Do teachers play a role in planning for their own PD?

Teachers Seeking Time, Mentorship (2017)



Reflecting on our practice

Let's look at Learning Theory

Knowles' Principles of Adult Learning (1973)

Knowles' Principles of Adult Learning

01. Learners' Need to Know

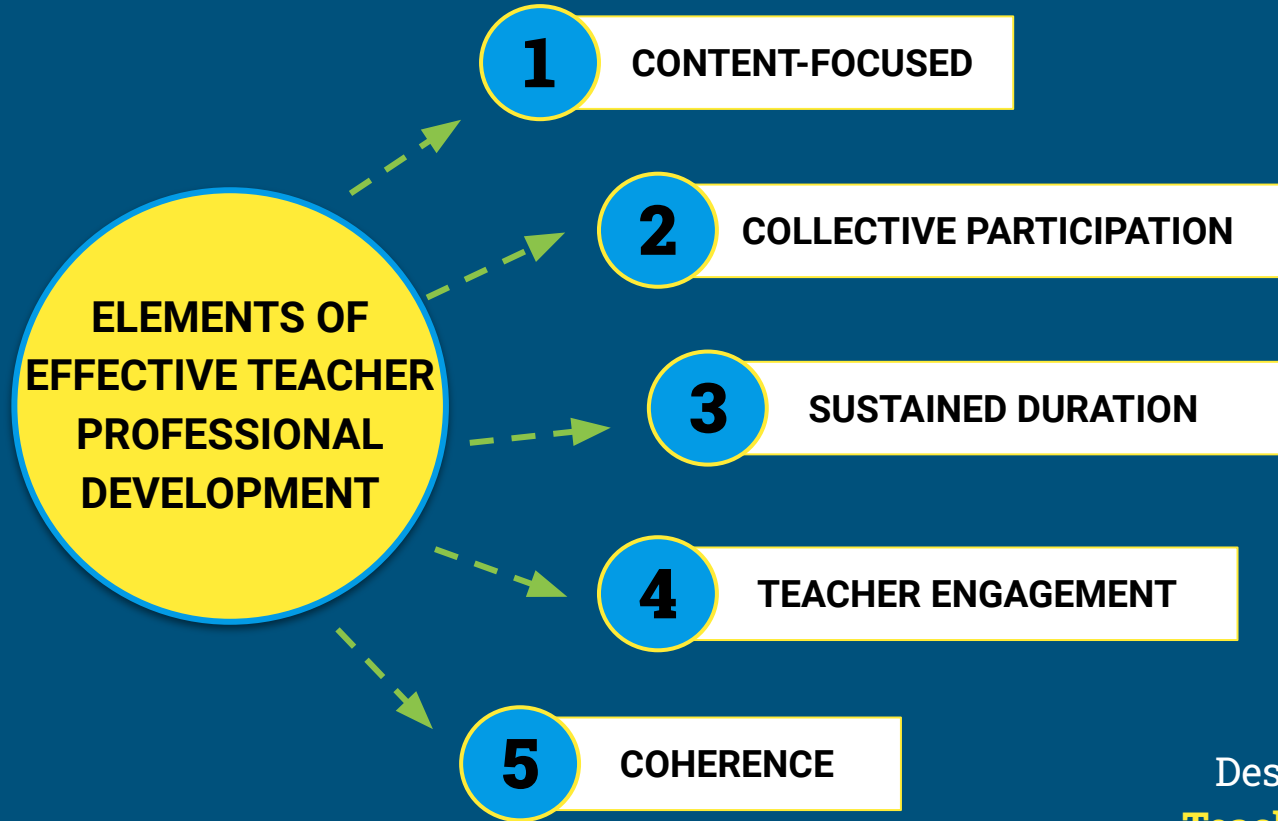
02. Self-Concept of the Learner

03. Prior Experience of the Learner

04. Readiness to Learn

05. Orientation to Learn

06. Motivation to Learn



Desimone's **Elements of Effective Teacher Professional Development**
(2002)

Let's make the connection

How are these ideas linked?



How Do Teachers Spend Professional Learning Time?

And Does It Connect to Classroom Practice? (2023)

1. **Workshops or Trainings**
2. **Coaching**
3. **Collaborative Learning**

Key Takeaways:

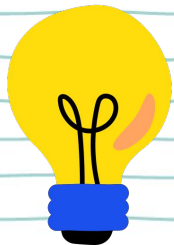
1. Collaborative learning was the most frequent form of PD for teachers and often the form of PD that teachers thought was most beneficial.
2. Teacher PD doesn't generally offer extensive access to expertise on subject-area materials or content
3. There is a positive correlation between teachers' perceptions of PD as "beneficial" with these two factors:
 - Time participating in the PD
 - Access to expertise in the PD



WHERE DO WE GO FROM HERE?

PollEv.com/marydonnelly447

20% TIME "GENIUS HOUR"



Creative time and space
for teachers to work on a
passion project

"FOR US, BY US" PARTICIPANT- DRIVEN MODELS



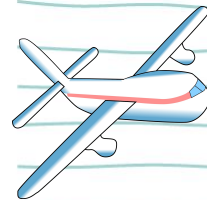
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Great PD for subject area
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(features AP Reading)

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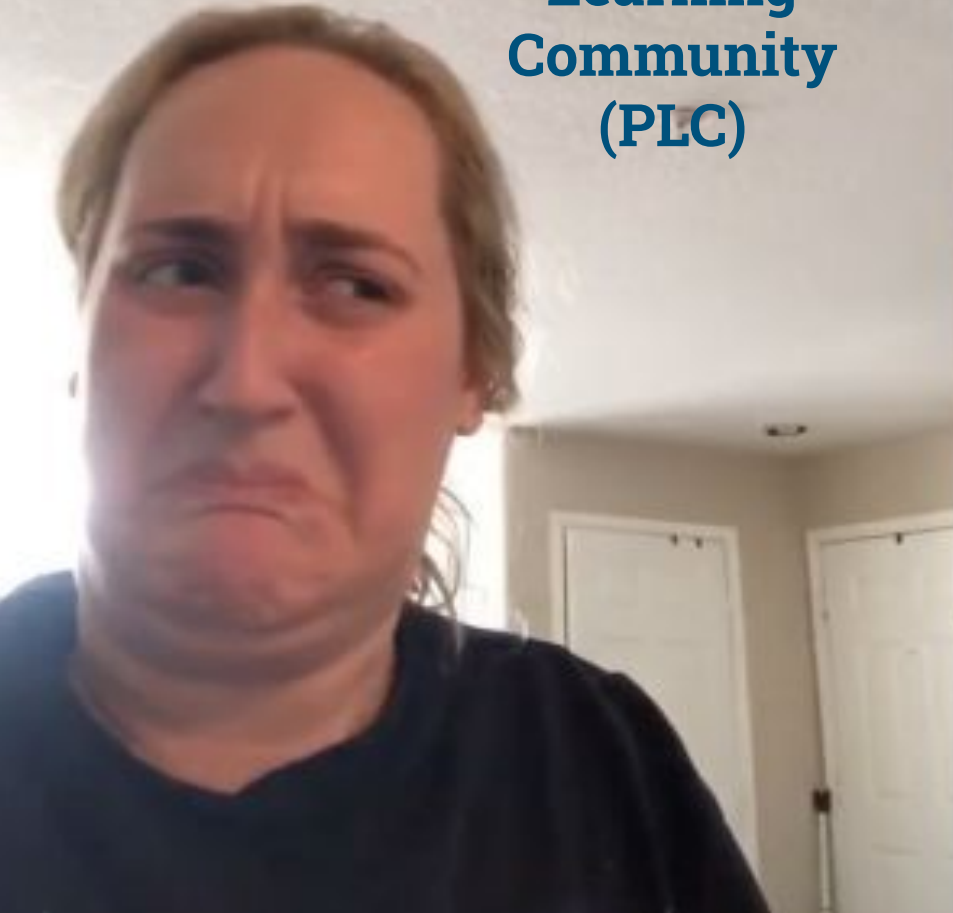
These bucket-list career
experiences can be among
the most memorable

The 20% Time Approach

What would happen
if we gave teachers
time, space &
autonomy to be
creative?



**Professional
Learning
Community
(PLC)**



“Genius Hour”



To Implement This Approach:

ARTICULATE A VISION

Clearly establish the
"what" and (most
importantly) the "why" to
this approach

MODEL THE

BEHAVIOR
Demonstrate respect for
this approach through
your participation

PLAN TO ASSESS

Determine which
benchmarks are accurate
measure of success

STEP ASIDE

This is not something
that should be
micromanaged

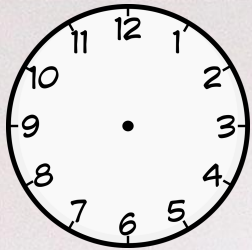




Leadership in this Model:

Collaborate to Create Norms & Establish Boundaries
Create Time and Space (20% time)

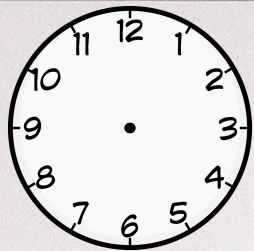
- **Faculty Meetings**
- **Grade-Level or Department Meetings**
- **Superintendent Conference Days**
- **Offer to cover a teacher's classes for**
 - ◆ **Peer to peer observation ("Pineappling")**
 - ◆ **Site visits**
 - ◆ **Faculty "field trips"**



20% Time SUMMARY

PROS:

- Offers personalized learning experiences (participant-driven)
- Collaboration is an option
- Inexpensive
- May yield innovative results



20% Time SUMMARY

PROS:

- Offers personalized learning experiences (participant-driven)
- Collaboration is an option
- Inexpensive
- May yield innovative results

CONS:

- Difficult to quantify
- Participant-selected topics may not align with district's vision and/or goals
- Culture-dependent

How can your district experiment with this approach?

What boundaries would need to be set?

WANT TO LEARN MORE?

**Check the speaker notes on
this slide for more
information about the 20%
Time “Genius Hour”
Approach**

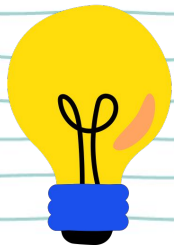




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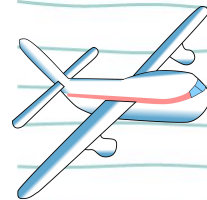
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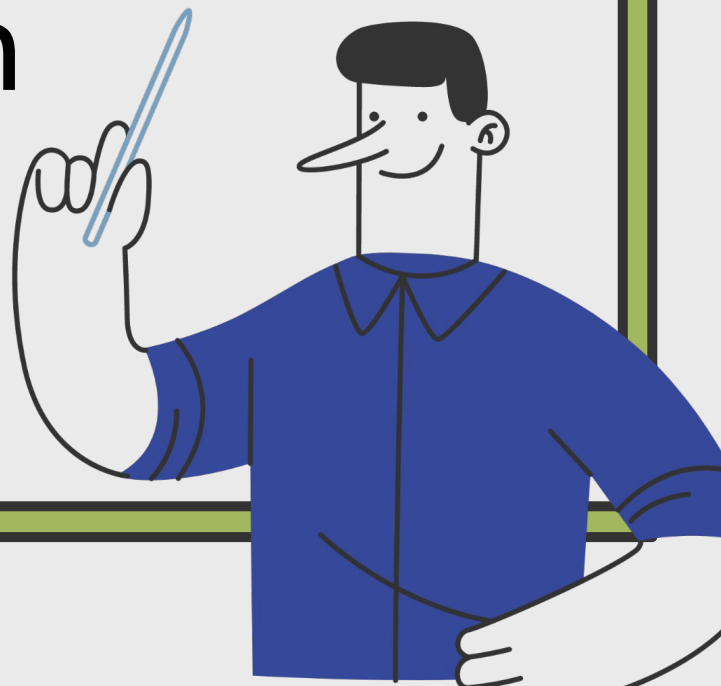
TRAVEL & FELLOWSHIPS



These bucket-list career
experiences can be among
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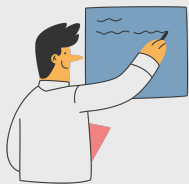
FOR US, BY US

Participant-Driven PD Models



Some Options in this Model

Teacher-Led Workshops



Can be modified for traditional or nontraditional conference (or “unconference”) days

Professional Book Club



Professional Learning where choice drives engagement

Pineapple Power



In-House Opportunities for Peer Observation, Coaching & Collaboration

Some Possibilities for Teacher-Led Workshops



TRADITIONAL	Teachers apply to facilitate a workshop for an upcoming district conference day
MEETING MINI-PD	Teachers who are “experts” on a certain topic lead a 10-15 minute mini-PD during a building meeting
EdCamp MODEL	Sessions are planned and rooms are reserved, but participants do all of the rest
LUNCH & LEARN	Teachers offer small group peer “extra help” during teachers’ lunch periods

11/02/2021 BMCHSD English Department Meeting

Superintendent Conference Day

Tip: for optimal interactivity, click “View” then “Present” to help you navigate this slide deck

Choose Your Own Adventure

MS Collaborative
Workspace

205

HS Collaborative
Workspace

228

Workshop-Based
Instruction

208

Creative Writing in
the Core English class

222

Let's Talk About
Books (MS/HS)

203

College Recommendation
Letter Workshop

216

We experimented with use of the EdCamp Model for a ½ day of Conferences

Professional Book Club

LOGISTICS

CHOICE

Participants are involved in the decision-making process

STRUCTURE

Establish protocols and norms to help groups stay focused & organized

MATERIALS

Each participant should receive their own book to keep

Professional Book Club

PROCESS

SELECT TITLES

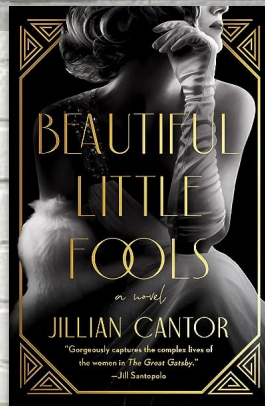
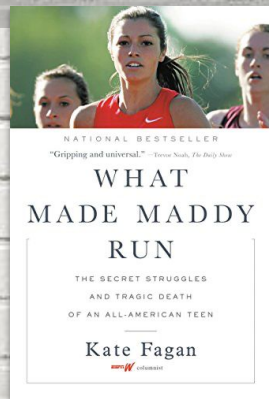
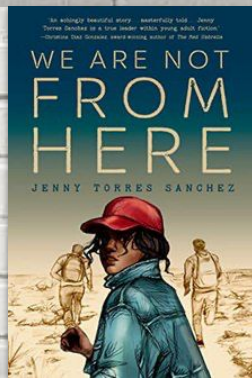
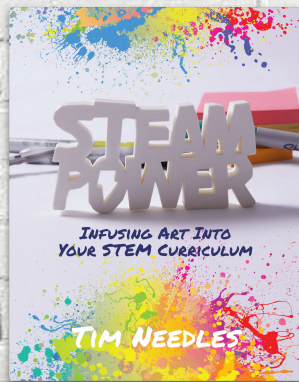
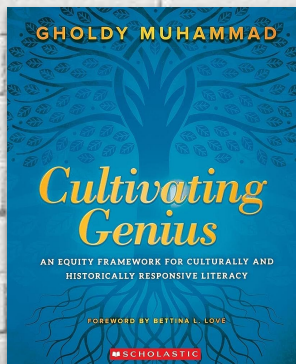
Select professional texts or other titles that align with the district's PD goals and/or learning interests of the participants

MAKE TIME & SPACE

The book club model will not be effective unless participants have time to thoughtfully engage with the text and space to their learning with members of their "club."

CULMINATE WITH AN EVENT OR ACTIVITY

Create opportunities for book club participants to turnkey their training by designing a faculty meeting "Mini PD," hosting a webinar, recording a podcast, etc. Consider other possibilities for continued learning



PINEAPPLE CHARTS



- Classroom Management Strategies
- Instructional Approaches
- A Favorite Content-Specific Lesson
- Demonstrate use of EdTech Tools
- Project-Based Learning
- Using Performance Assessments

For Us, By Us

PROS:

- Leverages teacher input, interests
- Inexpensive
- Can encourage collaboration
- Opportunities for participants to turnkey

CONS:

- Dependent on teachers' willingness & capacity to take on leadership roles
- Requires a culture where all participants believe in the importance of this work

Has your district tried one of these approaches? What feedback or advice can you share?

ALTERNATIVE PD STRUCTURES



UNCONFERENCES

Choice of short sessions throughout a single day. Attendees provide the content.



INTENTIONAL PLCs

Teachers meet in groups they choose, setting goals and keeping each other accountable.



CHOICE BOARDS

Teachers choose from a variety of learning activities and modes of study.



PERSONAL ACTION PLANS

Individual teachers set specific goals, then create and follow a plan to reach them.



VOLUNTARY PILOTING

A small group of teachers tries a new initiative, then reports their results to staff.



PEER OBSERVATION

Teachers visit each other's classrooms to learn new practices and provide feedback.



MICROCREDENTIALS

Teachers earn badges for completing pre-defined learning challenges or quests.



BLENDED LEARNING

Teachers learn through online resources and come together to share as a group.



LAB CLASSROOMS

A host teacher models a strategy with students while other teachers observe.

- Teacher Agency & Emerging Leadership
- Credibility of Peer to Peer Learning
- Culture Building
- Multi-faceted & many different topics
- Creativity & Innovation

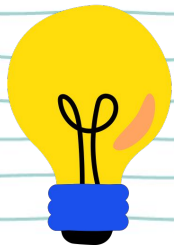




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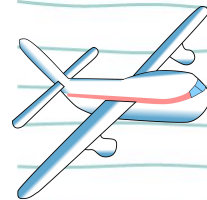
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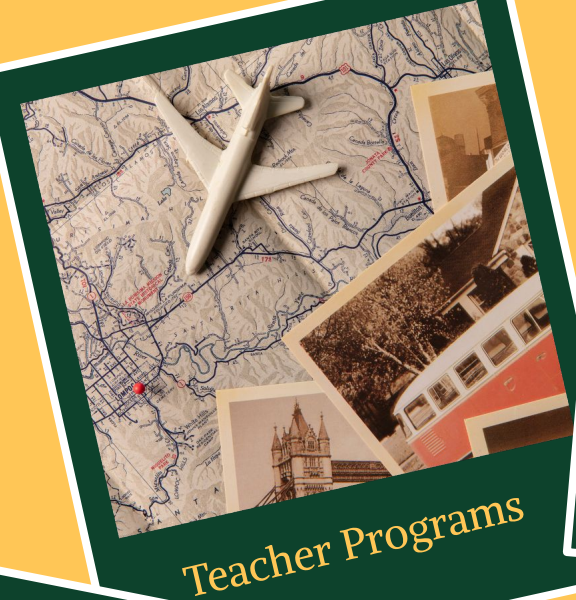


Great PD for subject area
expertise
(features AP Reading)

TRAVEL & FELLOWSHIPS



These bucket-list career
experiences can be among
the most memorable



Teacher Programs



Take me back



Summer '12



Travel & Fellowship Opportunities



Networking

Jordan, April 2022





“For some teachers, summer means thinking about anything but their classroom.

For others, summer provides a unique opportunity to make space to consider exciting and innovative aspects of our practice.”

– Christina Torres Cawdery
Edutopia Contributor

More Resources

SUMMER 2023 PROGRAMS

USS Midway MUSEUM
Institute for Teachers

—SEMINAR ONE—
WWII in the Pacific:
Clash of Nations & Perspectives
One-week Seminar:
June 25 - June 30
[Click Here To Apply](#)

—SEMINAR TWO—
The Cold War, Korea, and Vietnam
Two-week Seminar:
July 2 - July 14
[Click Here To Apply](#)

Special Spectacular
July 4th
Fireworks
from the Ship!

Welcome Aboard!

"The premier professional development seminars in the country."

- Academic programs feature acclaimed historians aboard the USS Midway
- Field trips, ship tours, and other instructional materials provided
- Stipend, travel support funds and academic credit available

More information and applications available @ <https://www.midway.org/education/teachers-programs/teacher-professional-development/>

APPLICATION DEADLINE: March 5th 2023

USS Midway MUSEUM
Institute

USS Midway Museum • 910 N. Harbor Drive, San Diego, CA 92101 • www.midway.org

EDUCATION RESOURCES PD WE LOVE

22+ Amazing Summer Professional Development Adventures for Teachers

Equal parts fun and educational.

Learn how to bring
Asian culture into the
classroom (Hawaii)

Learn about ancient
history by visiting
pyramids and sailing
the Nile River
(Egypt)



**QATAR
FOUNDATION
INTERNATIONAL, LLC**

عضو في مؤسسة قطر
Member of Qatar Foundation



Travel as Professional Development

PROS:

- Increases cultural awareness and global perspectives
- Increases teachers' self-efficacy
- Flexibility, adaptability, communication, language skills
- Networking
- Inexpensive
- Opportunities for participants to turnkey

CONS:

- Time commitments/life obligations
- Can be expensive

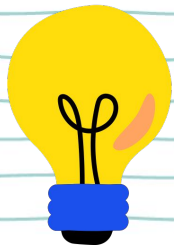




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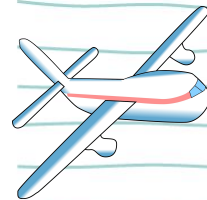
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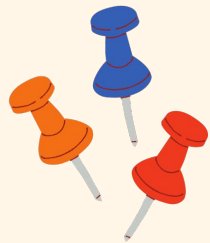


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Content-Specific Professional Growth

When was the last time you received content-specific PD to improve your subject knowledge in an area that matters to your students?





Options

When it becomes difficult for districts to provide expert content specific PD, look to outside avenues



FEATURED

Become an AP Reader

AP[®]

Use Gratis College Credits

Create a “bank” of donated credits awarded for supervising pre-service teachers, teaching college-level classes, etc.

Donate to teachers who wish to take or audit a college course in their content area.



Teacher Field Trips

Some examples:

Site Visits to Other Schools/Districts

Site visits for vertical articulation purposes

PE/Health - Athletic Training Facilities or Specialty Gyms

Museums
Performances & Events
CTE - “job site visits”

PROFESSIONAL LEARNING

Become an AP Reader

Join us for what many educators describe as the best professional development ever.



Why Become an AP Reader?

Gain an in-depth understanding of the AP Exam so you can better assess your own students' work.



Join 20,000+ Educators

Exchange ideas and experiences with a global network of teachers, faculty, and AP Development Committee members.



Earn CEU Credits

Earn professional development hours and Continuing Education Units (CEUs).



Score from Reading Sites or at Home

All AP subjects offer scoring opportunities at reading sites and at home.



Get Compensated

All readers receive compensation for their work during the AP Reading. On-site readers get reimbursed for travel expenses.

		Count	Percentage
Q12: Participation in the AP World History: Modern Reading was beneficial to me as professional development.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Agree	11	13.3%
	Strongly agree	72	86.7%
Q13: Participation in the AP World History: Modern Reading improved my AP course content knowledge.	Strongly disagree	0	0.0%
	Disagree	5	6.0%
	Agree	26	31.3%
	Strongly agree	52	62.7%
Q15: Activities at the AP World History: Modern Reading were relevant to my classroom teaching of the course.	Strongly disagree	0	0.0%
	Disagree	4	4.8%
	Agree	22	26.5%
	Strongly agree	57	68.7%
Q17: Collaboration with teacher participants at the AP World History: Modern Reading contributed to my learning.	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Agree	8	9.6%
	Strongly agree	75	90.4%
Q21: Participation at the AP World History: Modern Reading changed how I teach the AP World History: Modern Course.	Strongly disagree	0	0.0%
	Disagree	1	1.2%
	Agree	16	19.3%
	Strongly agree	66	79.5%

AP Reading

PROS:

- Content-focused
- Increased knowledge of exam requirements
- Increased confidence
- Network-building

I read the DBQ on the Indian Ocean. I learned so much about the Indian Ocean, like Trading Post empires, so forth and so on, like, you know, just you start to talk about it.

I learned about battles you had no idea about. I ...with the actual grading of student work, and not just the exemplars...I would try to make that connection of okay, what is this teacher doing consistently to get these really high scoring DBQ's, and I took note of a lot of the strategies they had, like they're clearly setting up context this way.

I learned so much from other people just at lunch and dinner....People will kind of give me their insight on what's going on with LEQ's and I'll get to talk to the SAQ people and I mean that kind of informal collaboration is the best part for me. I've learned so much that way.

CONS:

commitments/life

\$

eds in