Professional Growth Models: A Study of Three NESA Schools

NESA FLC, October 20, 2016

- The KAUST School - *Maddy Hewitt and Justin Somerville*
- American School of Bombay - *Fiona Reynolds and Josh Bishop*
- AIS-Riyadh - *Jenny Canar and Meeka White*
- *Joellen Killion*, Learning Forward, facilitator

Evaluation vs. **Growth**

Professional Development vs. **Learning**

The heart of the matter is this: For many teachers, professional development has long been an **empty exercise in compliance**, one that falls short of its objectives and rarely improves professional practice.

Calvert, L. (2016). *Moving from compliance to agency: What teachers need to make professional learning work*. Oxford, OH: Learning Forward and NCTAF.

Change = Learning

Professional Learning

Learning Forward, 2011. *Standards for professional learning*. Oxford, OH: Learning Forward.
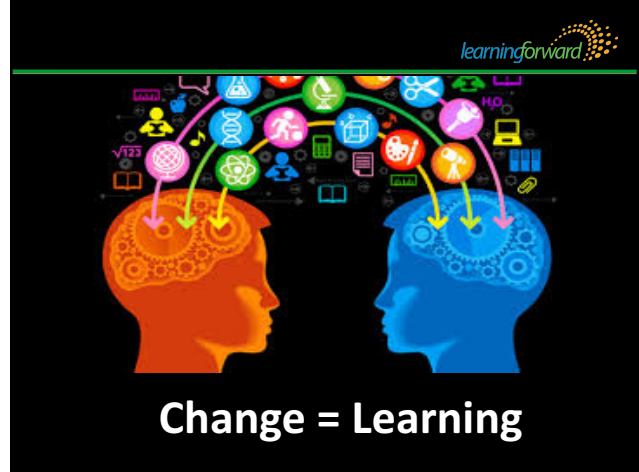
…[W]e have come to believe that to **transform professional learning** so that it really supports educator learning, education leaders will need to **pay greater attention** to the importance of **teacher agency**.

Calvert, L. (2016). *Moving from compliance to agency: What teachers need to make professional learning work*. Oxford, OH: Learning Forward and NCTAF.

In the context of professional learning, teacher agency is the ***capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues***. Rather than responding passively to learning opportunities, teachers who have agency are **aware of their part in their professional growth and make learning choices to achieve their goals**.

Calvert, L. (2016). *Moving from compliance to agency: What teachers need to make professional learning work*. Oxford, OH: Learning Forward and NCTAF.

BIG Picture Agenda

- Overview
- School 1 presentation
- Facilitator comments
- Questions from audience
- School 2 presentation
- Facilitator comments
- Questions from audience
- Break
- School 3 presentation
- Facilitator comments
- Questions from audience
- Discussion among participants
- Final questions/comments

Guiding Questions

- What was the impetus for the change?
- How did you know it was time to change the system?
- What processes did you use to accomplish the end result?
- What obstacles/challenges did you meet along the way and how did you overcome them?
- What is the end result and what evidence do you have?
- What word of advice would you offer other schools ready to tackle this area of work?

THE KAUST SCHOOL

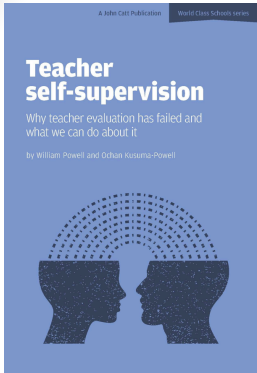## Impetus for Change

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Our starting point

OASIS Day, 2013: Raise your hand if you've ever benefitted from Teacher Evaluation?

Kevin Bartlett: *'The problem with teacher evaluation is that it does not work. Innovation involves the sudden cessation of stupidity'*
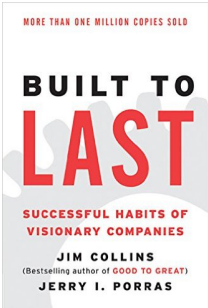
THE KAUST SCHOOL

A John Catt Publication   World Class Schools series

Teacher self-supervision

Why teacher evaluation has failed and what we can do about it

by William Powell and Ochan Kusuma-Powell

Ask 1000 teachers how many of them are becoming more professional, effective or fulfilled through the use of the present system and probably only a few will say "yes".

We have a failed system and we need to change it."

Published November 2015

THE KAUST SCHOOL

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BUILT TO LAST

SUCCESSFUL HABITS OF VISIONARY COMPANIES

JIM COLLINS
(Bestselling author of GOOD TO GREAT)
JERRY I. PORRAS

"The builders of visionary companies seek alignment in strategies, in tactics, in organizational systems, in structure, in incentive systems, in building layout, in job design—in everything."

THE KAUST SCHOOL

Kevin Bartlett's Ingredients for success

- Define Learning
- Create Learning Cultures
- Teachers learn when they own their own learning
- It is impossible to evaluate 50 teachers effectively, but teachers can evaluate themselves after supervising themselves effectively.
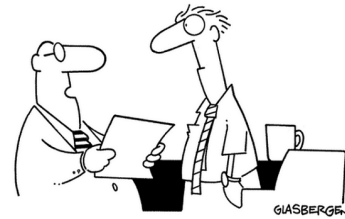
HUGE SHIFT: You are your own learning coach.

- Provide system suppo

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Processes, Obstacles, Challenges

Copyright 2004 by Randy Glasbergen.
www.glasbergen.com

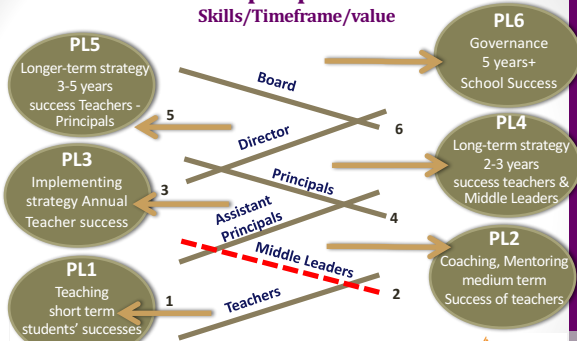"I want you to find a bold and innovative way to do everything exactly the same way it's been done for 25 years."
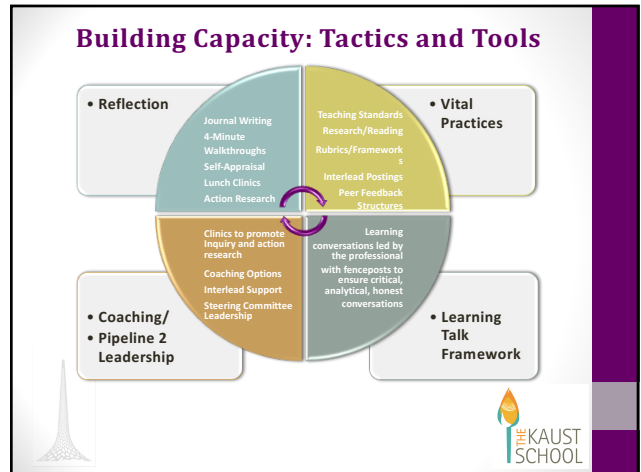
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Leadership Pipelines at TKS
Skills/Timeframe/value

PL5
Longer-term strategy
3-5 years
success Teachers -
Principals

PL6
Governance
5 years+
School Success

PL4
Long-term strategy
2-3 years
success teachers &
Middle Leaders

PL3
Implementing
strategy Annual
Teacher success

PL2
Coaching, Mentoring
medium term
Success of teachers

PL1
Teaching
short term
students' successes

Board
Director
Principals
Assistant Principals
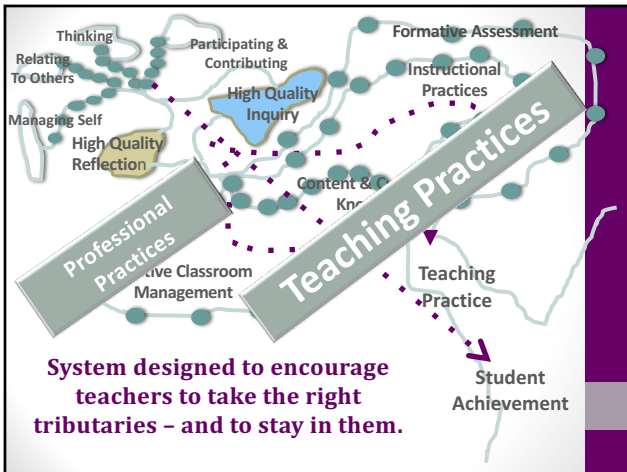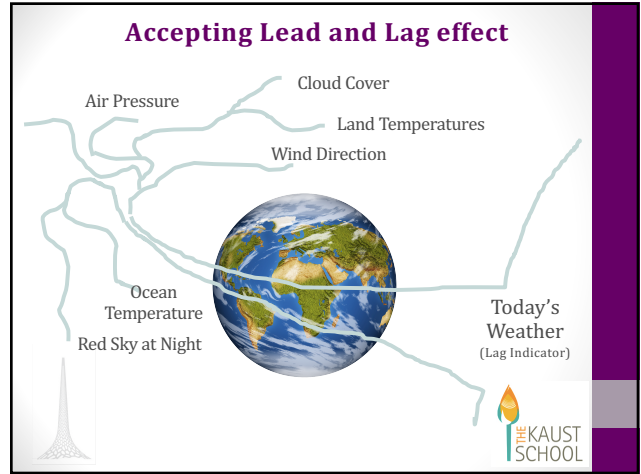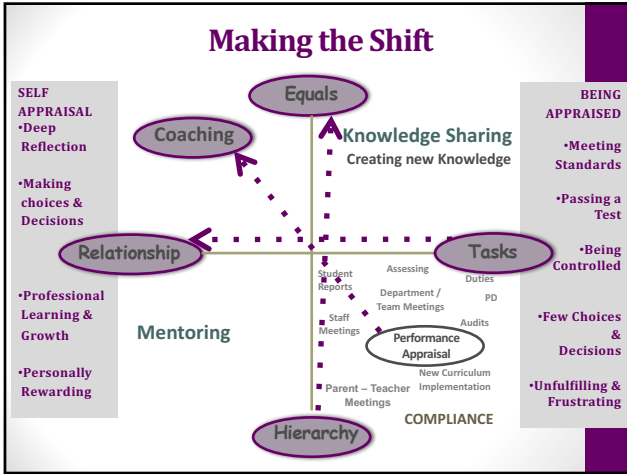Middle Leaders
Teachers
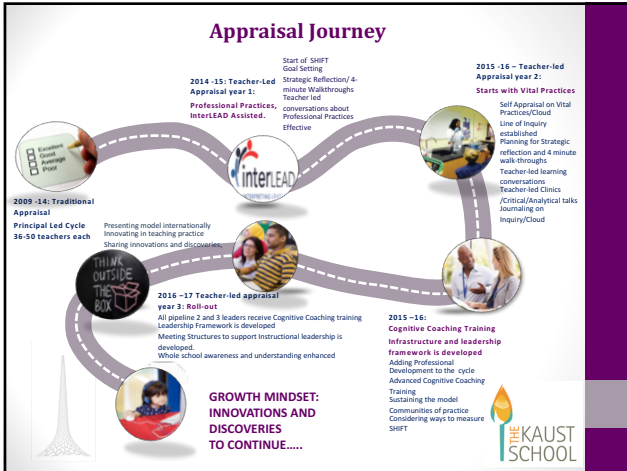
5
6
3
4
1
2

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How did we do it?

Reframing Performance Management Program (PMP) as an evaluation of performance to ...

... a professional, iterative learning process of self evaluation so that learning and continual improvement become the drivers.

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Making the Shift

SELF APPRAISAL
•Deep Reflection

•Making choices & Decisions

•Professional Learning & Growth

•Personally Rewarding

Equals

Coaching

Knowledge Sharing
Creating new Knowledge

Relationship

Tasks

Mentoring

Student Reports
Assessing
Department / Team Meetings
Duties
PD
Staff Meetings
Audits
Performance Appraisal
New Curriculum Implementation
Parent – Teacher Meetings

Hierarchy

COMPLIANCE

BEING APPRAISED
•Meeting Standards

•Passing a Test

•Being Controlled

•Few Choices & Decisions

•Unfulfilling & Frustrating

Accepting Lead and Lag effect

Air Pressure

Cloud Cover

Land Temperatures

Wind Direction

Ocean Temperature

Red Sky at Night

Today's Weather
(Lag Indicator)

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Thinking

Relating To Others

Participating & Contributing

Formative Assessment

Instructional Practices

Managing Self

High Quality Inquiry

High Quality Reflection

Professional Practices

Teaching Practices

Content & Knowledge

Classroom Management

Teaching Practice

Student Achievement

System designed to encourage teachers to take the right tributaries – and to stay in them.

Building Capacity: Tactics and Tools

• Reflection

Journal Writing
4-Minute Walkthroughs
Self-Appraisal
Lunch Clinics
Action Research

Teaching Standards
Research/Reading
Rubrics/Frameworks
Interlead Postings
Peer Feedback Structures

• Vital Practices

Clinics to promote Inquiry and action research
Coaching Options
Interlead Support
Steering Committee Leadership

Learning conversations led by the professional with fenceposts to ensure critical, analytical, honest conversations

• Coaching/
• Pipeline 2 Leadership

• Learning Talk Framework

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Slide 1: Appraisal Journey

Appraisal Journey

Start of SHIFT
Goal Setting

2014 -15: Teacher-Led Appraisal year 1:
Strategic Reflection/ 4-minute Walkthroughs
Teacher led conversations about Professional Practices Effective

Professional Practices, InterLEAD Assisted.

2015 -16 – Teacher-led Appraisal year 2:
Starts with Vital Practices
Self Appraisal on Vital Practices/Cloud
Line of Inquiry established
Planning for Strategic reflection and 4 minute walk-throughs
Teacher-led learning conversations
Teacher-led Clinics
/Critical/Analytical talks
Journaling on Inquiry/Cloud

2009 -14: Traditional Appraisal
Principal Led Cycle 36-50 teachers each
Presenting model internationally
Innovating in teaching practice
Sharing innovations and discoveries

2016 –17 Teacher-led appraisal year 3: Roll-out
All pipeline 2 and 3 leaders receive Cognitive Coaching training Leadership Framework is developed
Meeting Structures to support Instructional leadership is developed.
Whole school awareness and understanding enhanced

2015 –16:
Cognitive Coaching Training
Infrastructure and leadership framework is developed
Adding Professional Development to the cycle
Advanced Cognitive Coaching Training
Sustaining the model
Communities of practice
Considering ways to measure SHIFT

GROWTH MINDSET: INNOVATIONS AND DISCOVERIES TO CONTINUE.....

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Slide 2: Learning - Summary

Learning - Summary

What was helpful?

Taking time to develop the system, and anticipating a multi-year journey

Concentrating first on professional practice, then vital practices, then Inquiry.

Pipeline-informed Leadership Structures to support Professional practice

Coaching the instructional leaders (Cognitive Coaching Training/Leadership Quadrant Training)

What was not helpful?

Blended model: Traditional appraisal with some research-based best practices.

Starting with all the teaching standards

Goal Setting (Not rich and deep enough)

End of year summative focuses on "compliance" not learning. Lacks professional treatment of teachers

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Slide 3: Transformation through Teacher Self Appraisal

Transformation through Teacher Self Appraisal: The KAUST School Journey

Teachers learn when they own their own learning.

We provide system support.

We believe in a growth mindset, so with optimism and perseverance we've taken the long term approach and we are on our journey, embracing the "power of yet."

mindset
THE NEW PSYCHOLOGY OF SUCCESS
HOW WE CAN LEARN TO FULFILL OUR POTENTIAL
•parenting •business •school •relationships
CAROL S. DWECK, Ph.D.

THE KAUST SCHOOL

Slide 4: American School of Bombay

AMERICAN SCHOOL OF BOMBAY
· INDIA · 1981 ·

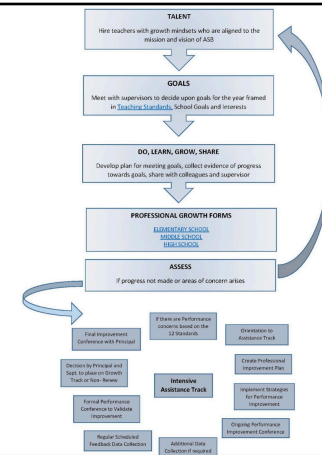**AMERICAN SCHOOL of BOMBAY**

Impetus for Change

Talent

Develop ASB as a professional learning center that attracts and develops world-class faculty and staff through engaging and inspiring growth opportunities.
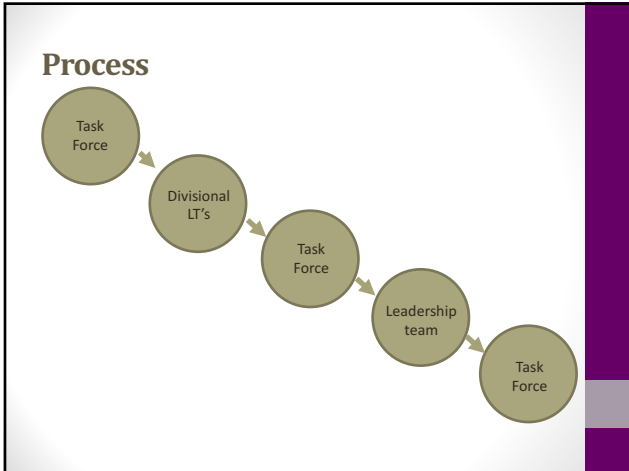
Impetus for Change

Relevant

Individualized

Collaborative

Process

Task Force → Divisional LT's → Task Force → Leadership team → Task Force

Process

Task Force

Teachers and LT members

Reviewed:
- Charlotte Danielson's framework
- Robert Marzano's framework for professional learning
- Models at different schools
- ASB standards
- ISTE-T

Process

Divisional Leadership Team

Feedback on standards and process

Process

Task Force

Revised based on divisional leadership team feedback

Process

Leadership Team

Feedback / Approval

One big take away was that we moved from the term Professional Development to Professional learning

Process

Task Force

Shared with the whole school
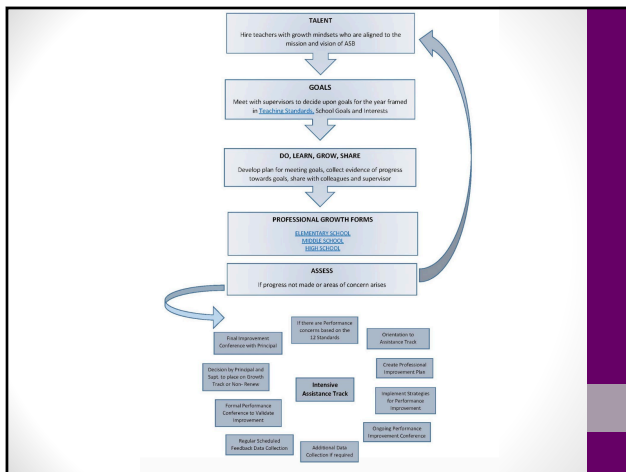
Obstacles and Challenges

- Finding the correct "form"
- Making the transition to evaluative as needed
- Paradigm shift from administrator being responsible to document to teacher taking ownership
- How to balance feedback with teacher's professional growth choice
- First year at ASB teachers - give goals/structures
- The current model has most teachers using the principal and the shift is that teachers would use instructional coaches, peers or "experts in the building"

Results/Evidence

- It has helped me realize the potential of my learning and growth and how I can use my own learning into my classroom.
- I think the PG model effectively utilizes the aims of "purpose, autonomy, and mastery." I have never felt my autonomy threatened through this process, but I have felt an added level of focus in my growth. I have always felt supported in my pursuit of effective PG.
- I feel that we offer a wide range of models and that I am able to engage in a variety benefits my learning style.

Wishes

- A designated mentor to help write goals and plan.
- More choice in experts coming in to support
- Use "experts in the building" to plan professional learning more often

Advice/Learning

- Engaging & Empowering Teachers to Lead Process

- R&D research base at same time to inform decisions

- Shift from "professional development" to "professional learning"

- Even if you don't have everything "nailed down" BEGIN.

For the live link to the materials from AIS-R on Google, go to https://docs.google.com/presentation/d/1n_0HvyK0Kb-H6a2Pa12W2HfQOV7dnv2LBv91J9cCjvg/edit#slide=id.g1388f6412b_3_4

American International School-Riyadh

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Joellen Killion with

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Guiding Questions

- What was the impetus for the *change*?
- How did you know it was time to *change* the system?
- What *processes* did you use to accomplish the end result?
- What *obstacles/challenges* did you meet along the way and how did you overcome them?
- What is the *end result* and what evidence do you have?
- What word of *advice* would you offer other schools ready to tackle this area of work?

Change

What was the impetus for the *change*?

Old system:
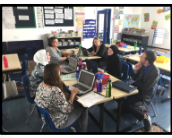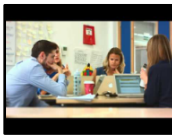
- Teacher-centered "What's the teacher doing?"
- Pre-determined tracks and tiers dependent upon years of service at AIS-R
- Supervisory/Principal feedback focused

Change

How did you know it was time to *change* the system?

- Effective Professional Learning Plan
- Effective Collaborative Planning and Inquiry
- Effective Coaching

Process
What *process* did you follow to accomplish the end result?

- Studied and adopted the Stronge Model (Teacher Effective Performance Evaluation System - TEPES)
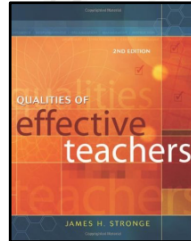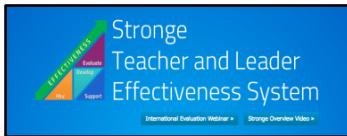
Process
What *process* did you follow to accomplish the end result?

Asked the following guiding questions:

- How can we apply our AIS-R Learning Principles to a reversioned appraisal model?
- How do we best meet the varying needs, readiness, and professional expectations of our community?
- Who owns the learning? Who should own the learning?

Process
What *process* did you follow to accomplish the end result?

Asked the following guiding questions:

- In what ways can we effectively employ student voice, thinking, & learning in the process?
- In what ways can we better support teachers for their next ed-venture?
- How do we de-privatize the learning?

Process
In result, we flipped our current model and asked…

- **What if** … it were student-centered rather than teacher-centered "What is the student doing?"
  - We notice
  - We hear
- **What if** … we gave teacher's choice in their growth & reflection rather than pre-determined by years of service?
- **What if** … students and peers were included in the feedback loop rather than only supervisors?

Process

Agreement to adopt the Stronge Standards & and agreement to revise the Stronge Model (AIS-R-fied):

1. Reflection and Feedback @ AIS-R
2. Leadership @ AIS-R
3. Making a Difference Beyond the School Day @ AIS-R
4. Professionalism & Learning @ AIS-R
5. Parent Partnerships @ AIS-R
6. Data & Progress @ AIS-R

Process

Created a "Menu" of teacher learning choices that aligned with the six strands while honoring and incorporating:

- AIS-R Teacher Expectations
- Coaching Cycles, Collaborative Team Planning & Inquiry
- AIS-R Professional Learning Plan
- Community Involvement
- Teacher Agency, Choice, & Differentiation
- Student-centered
- A "thinking" culture …

Professional Learning & Growth @ AIS-R

Process

2 Teacher Focus Group Sessions - Agree, Argue, Action

Process
2 Teacher Focus Group Sessions - Agree, Argue, Action

Agree:
- Teacher choice
- Options
- Continuous growth
- Like the variety of ways to show evidence
- Video analysis is good
- Leadership opportunities are a leverage point for even more success for all
- Differentiation

Process
2 Teacher Focus Group Sessions - Agree, Argue, Action

Argue:
- Is it too much?
- Will it work for all roles?
- What are the expectations of teacher choice?
- Is it feasible for all divisions?
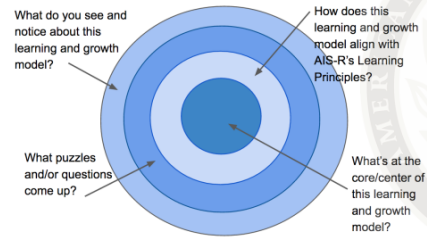- Event volunteers when teachers are already coaches/club supervisors?

Process
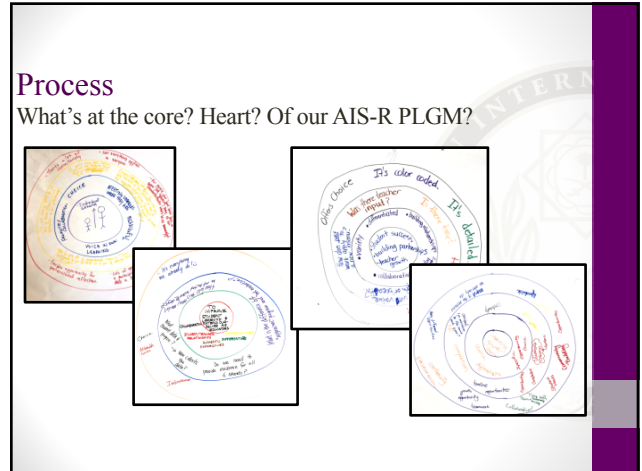2 Teacher Focus Group Sessions - Agree, Argue, Action

Action:
- Will the survey's be standardized?
- Can learning outside of school is not represented
- Criteria for parent and student survey?
- How much in one year?
- Can we do the same ones each year?
- Homestay hosting may not be possible for every family.

Process
K-12 Teacher Launch & Understanding Map

What do you see and notice about this learning and growth model?

How does this learning and growth model align with AIS-R's Learning Principles?

What puzzles and/or questions come up?

What's at the core/center of this learning and growth model?

Process

K-12 Teacher Launch

Process
What's at the core? Heart? Of our AIS-R PLGM?

Process
What's at the core? Heart? Of our AIS-R PLGM?

- Student Learning
- Student Success
- Differentiated - allows "space and time and options" for new-to-AISR teachers
- Growth
- Extend Ourselves as Educators
- Effective Teaching
- Professional Learning & Growth
- Choice
- Well rounded and balanced teacher & member of the (AIS-R) community
- Building Partnerships

Results and Evidence

- It's NEW!
- Initial feedback is positive (heart/core of the model)
- Teacher Individual Learning Plans (Oct. 15)
  - ILP Form
  - Individualized Learning Plan - Minimum
  - Individualized Learning Plan - Maximum
- Teacher Choice proposals (Oct. 30)
  - Student-focus changes
    - Student Interviews & Focus Groups
    - Peer Learning Walks
    - Student Surveys ECE; UES; MS; HS

Obstacles and Challenges

- Honoring Teacher feedback while remaining true to our vision
- Common language K-12
- Stretch our models of coaching
- Continued changes to PLGM and updating accordingly
- We do not know … ask us in a year!

Advice/Learning/Closing Remarks

- Leadership support for dedication of time required
- Leadership Collaboration -- everyone had a role
- Just Do It! Take the risk. It's ok to go back and say, "What were we thinking?"
- Focus on students
- Ensure the structures are in place (i.e. schedule/PL provides collaborative planning time, Learning Rounds, discourse, Professional Learning Plan etc.)
- Teacher Focus Groups
- Be willing to revise - don't "own" it - there's always room for improvement

➢ What did you hear that is prompting you **to reconsider the interaction** among professional learning and growth, teacher agency, and personnel appraisal as means to support educator and student success?

➢ What will you **take back** to your school to consider further?
REFLECTION

It can be very difficult to shift norms of professional learning in schools…
AND well worth the effort.