

Planning Professional Learning for Teachers and Leaders

October 2020

Resources

- [TNTP's Guide to Creating Virtual Professional Development Sessions](#): Guidance on a five-step process for creating effective professional development opportunities within a virtual environment
- [CCSSO's Restart and Recovery, Considerations for Teaching and Learning, Academics](#): The detailed academic recommendations from the Council of Chief State School Officers' Restart and Recovery Framework
- CCSSO Templates for Planning [Teacher](#) and [School Leader](#) PD Priorities
- CCSSO Templates for Planning [Teacher](#) and [School Leader](#) PD Yearly Scope and Sequence
- [Directions for Accessing Teacher and School Leader Self Assessment on Critical Knowledge and Skills](#): Instructions and links for accessing CCSSO's survey to gather teacher and school leader input to inform PD planning
- [Case Study](#)

Use a Development Cycle for crafting thoughtful, inclusive, and effective virtual professional learning sessions. (Slide10)



Step Name	Notes
Step 1: Identify participant needs and set your session goals	
Step 2: Decide how you'll measure your goals	
Step 3: Plan your content, activities, and logistics	
Step 4: Deliver your professional learning	
Step 5: Assess participant learning and adjust	

Putting It All Together: Supporting Teachers and Leaders to Accelerate Learning (Slide 13)

How do we systematize a new approach?

How do we know if it's working?

Development Cycle – Step 1 and 2 (Slide 15)

Step 1: Identify participant needs and set your session goals

Similar to planning for an in-person training, the first step is to identify your participants’ needs and the session goals. In this step, you’ll identify the development opportunity and what you want participants to know, be able to do, and believe by the end of the session.

To start, write a clear, simple statement about your participants’ needs and the problem you’re trying to address. Use the following questions to help you develop your statement.

- What development opportunity should this session or series of sessions address?
- Why is it important to address now?

After you’ve articulated your challenge, identify training objectives and outcomes for what participants should know, be able to do, and believe at the end of your session. It’s also important to identify the technology your participants have access to *before* you invest significant time in planning a session. If you find out most participants don’t have broadband internet access, for example, you might want to plan a training without video and/or screenshare.

Step 2: Decide how you’ll measure your goals

For every professional learning session, virtual or not, articulate how you’ll know if participants met the goals you set in Step 1. In this step, you’ll decide how you’ll know if participants learned what you wanted them to learn. To do that, you’ll likely want to consider how participants will demonstrate mastery of each of the objectives you set in Step 1.

Plan these assessments based on whether your most important objectives focus on building educator knowledge, skill, or mindset. The type of objective you want to assess will determine the type of assessment you use.

KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES	MINDSET OBJECTIVES
<ul style="list-style-type: none"> • Administer a survey with open-ended questions that asks participants to demonstrate their knowledge. You could also do a pre-session survey to compare their pre-session knowledge to their post-session knowledge. 	<ul style="list-style-type: none"> • Ask participants to submit an artifact (like a lesson plan or materials for their classroom) that show they’ve built the skill you were working toward. • Ask participants to send a video of them executing the skill they were working toward. • Plan practice within the session that gives participants a chance to simulate using the skill. 	<ul style="list-style-type: none"> • Administer a survey with open-ended questions that asks participants questions that demonstrate their mindsets.

In addition to determining whether participants have met the training objectives, you can also add a few Likert scale questions to gauge how participants felt about the quality of the training.

Finally, the goal of professional development—virtual or otherwise—is that participants apply what they learned in their day-to-day work. Give participants opportunities to provide evidence of that application, such as submitting a video or work sample.

Using Data to Set Professional Learning Priorities (Slide 18)

1. Review the possible topics provided by CCSSO in the [teacher planning template](#).
2. Consider your district's or organization's current priorities and what you know about the most pressing needs in the schools you support.
3. Jot down 1-2 possible learning priorities for professional development this year.

Potential Learning Priorities

Example – Professional Learning Scope & Sequence (Slide 21)

[Completed Sample Scope & Sequence](#)

Reflection Questions	Notes
Where do you see the three priority areas outlined by CCSSO reflected in the scope and sequence? What focus areas has the district identified within each area?	
What can you infer about this district's individual priorities based on this scope and sequence? How have the PD designers made strategic choices about when to introduce content, and how to revisit it throughout the school year?	
What topics are intentionally introduced at the same time? How would that choice benefit teachers?	
What PD structures do you see in the scope and sequence?	

Case Study – Steps 1 and 2 (Slide 22)

1. Read the [case study](#) (5 min)
2. Small group discussion (10 min)
3. Whole group share out (5 min)

Reflection Questions	Notes
How did he effectively plan for his staff?	
What is he missing? Where are the gaps?	
What are the effective practices you want to highlight to the whole group?	

Development Cycle – Step 3 and 4 (Slide 27)

Step 3: Plan your content, activities, and logistics

In this step, you’ll plan content, activities, and logistics so that your participants meet the session objectives you identified in Step 1.

The session components below are listed in the order in which a participant will experience them, but you could also plan the session itself, then the pre-work and post-work, verifying along the way that all parts of the session will provide a cohesive learning experience for participants.

Pre-Work

Create pre-work that does the knowledge-building of a session beforehand so that you talk less when delivering content in a virtual session. Aim to cut down content from what you would plan to deliver in person. Then, aim to introduce new concepts during pre-work so that your time together is more about collaboration, practice, and application.

The Session

Follow a ratio of content that works well for your group, their needs, and the needs of the content. Here is a good rule of thumb, but this could change based on context:

- New information (15%)
- Whole-group or small-group discussion and collaboration (65%)
- Self-reflection and revision (10%)
- Housekeeping (10%)

After the Session

- Stay on for 10 minutes to chat quickly about any immediate questions that participants may have.
- If possible, block off 30 minutes after the session to immediately follow-up with anyone who asked a specific question in the exit ticket. This builds trust and helps the participant see the value in your session.
- Email anyone who missed the session and explain what they missed, how you missed them, and that you’d like to connect about the session. Send an overview and any resources.

Step 4: Deliver your professional learning

Deliver your training as you planned it! As you prepare to do so, anticipate some of the challenges of virtual learning:

Group Breakout Rooms	If possible, group breakout rooms ahead of time. If you decide to group during the session, it can take 2-3 minutes to sort everyone , so schedule some “think time” for participants to avoid a lull. Make sure you sign into your Zoom account ahead of time so you can access the breakout room feature.
Take Attendance	If you plan to use breakout rooms, write out all names by group and check off participants as they arrive. This also allows you to quickly see if you need to re-organize small groups based on attendance.
Second Monitors	An additional monitor isn’t necessary, but can be helpful to look at other documents and notes while you’re in presentation mode. If you don’t have a second monitor, print out your presentation and notes.
Video and Audio	If you plan to play a video, you also need to share your computer audio so participants can hear the audio. This is located under the “audio” button on the toolbar.
Visible Chats	Participants can only see what’s been chatted from the time <i>after</i> they join the session. So, if you log in first and paste questions or a link in the chat for the Do Now, you’ll need to keep pasting the same message as people continue to log on, so they can view it.
Record Sessions	You can record the session to your computer or the cloud. For regular sessions, recording to the cloud works well, and then you can send a quick link to the session for participants who might have missed it.
Share Your Screen	Make sure you share <i>only</i> the parts of your screen you want people to see and close or disable everything else—including pop-up notifications.

Delivering Professional Learning Virtually (Slide 29)

Reflection Questions	Notes
What is one change or update you’d make to the way you deliver professional learning?	
How will you make that change?	

Development Cycle – Step 5 (Slide 30)

Step 5: Assess participant learning and adjust

In this step, you’ll determine whether participants learned what you planned, and/or how you should adjust the session moving forward.

After you’ve delivered your session, review the participants’ assessment results (both from the session and after it, if you planned both) and determine which participants met your success criteria. If most participants met your success criteria, follow up individually with participants who did not. If most participants did not, adjust your next session to account for that, building in additional practice or other remediation for the full group.

Network Planning Time (Slide 32-33)



Review and assess the current scope and sequence for your district.

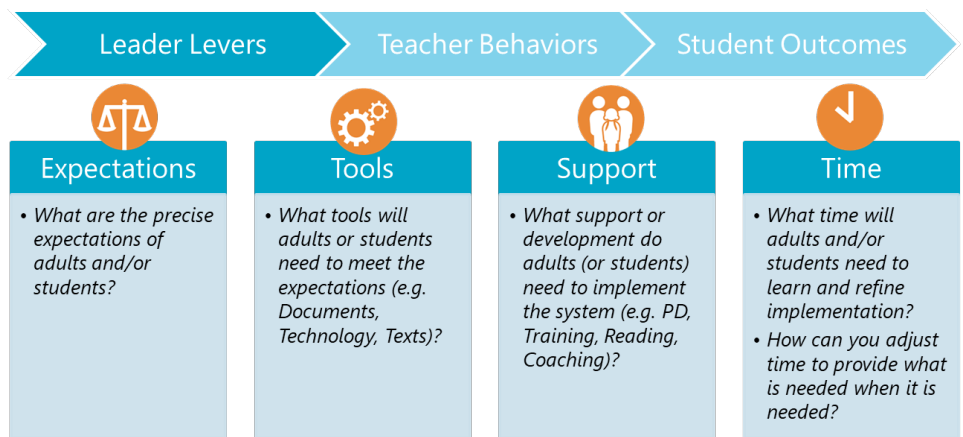
What elements of professional learning priorities are included? What observable practices should be taking place based on that support?



Identify what elements you want to revise for the remainder of the year.

What changes need to be made to the current scope and sequence? How will those changes meet the needs of teachers and leaders in your district?

What does this look like in your district now?
What are the specific leader levers you need to pull in your district to engage in this work?



Feedback Survey (Slide 36)

Please provide you feedback through the [Session 7 Survey](#).