

Kentucky TPL Professional Learning Task Force Meeting

Minutes

April 25, 2012

9:00 AM – 3:00 PM ET

Kentucky Department of Education

Frankfort, Kentucky

Present

From Professional Learning Task Force

Mona Ball, Kentucky Education Association

Cherry Boyles, Washington County

Kathy Burkhardt, Erlanger-Elsmere Independent Schools

Susan Clifton, Special Education Cooperative

Robin Cochran, Kentucky Department of Education

Phillip Daugherty, Kentucky Department of Education

John DeAtley, Director, P-20 Initiatives, Kentucky Council on Postsecondary Education

Kirsten Fleming, Kentucky Center for Mathematics

Bob Fortney, Kentucky Department of Education

Cindy Galloway, Daviess County

Shannon Gilkey

Bryant Gillis, Erlanger-Elsmere Independent Schools

Diane Johnson, University of Kentucky

Karen Kidwell, Kentucky Department of Education

Shirley LaFavers, Kentucky Association of School Administrators

Ann Larson, University of Louisville

Starr Lewis, University of Louisville

Joseph McCowan, Kentucky Department of Education

Toyah Robey, Kentucky Department of Education

Nicki Patton Rowe, Early Childhood

Jana Beth Slibeck-Francis, Daviess County

Felicia Cumings Smith, Kentucky Department of Education

Keith Sturges, Appalachia Regional Comprehensive Center at Edvantia

Janie Tomek, Christian County

Tim Truitt, substitute for Kim Goff, Jefferson County

Shannon Treece, substitute for Tina Tipton, Ohio Valley Education Cooperative

From Critical Friend States

Kristy Kueber, GA

Kathy Carrollton Matthews, GA

Mary O'Brian, IL

Linda Reabe, IL

Ginny Clifford, NH

Christine Downing, NH

Patty Ewen, NH

Karen Soule, NH

Vicki Duff, NJ
Tiffany Hall, UT
Greta Bornemann, WA
Jessica Vavrus, WA

From Learning Forward

Frederick Brown
Rene Islas
Amy Colton
Deborah Childs-Bowen
Linda Munger
Stephen Preston
Patricia Roy
Dale Hair
Joellen Killion

From CCSSO

Kathleen Paliokas
Holly Boffy
Carrie Heath Phillips

Welcome and Overview

Kathleen Paliokas, Program Director with the Council of Chief State School Officers (CCSSO), opened the meeting by acknowledging the project funders, The Bill and Melissa Gates Foundation and the Sandler Foundation. She welcomed everyone back to Kentucky for another productive day of work. Then she reviewed the desired outcomes for today's meeting, the agenda, and the agenda process. She emphasized that the afternoon would be about adding specific recommendations around three topics of importance – the components of a professional learning system, evaluating professional learning, and mentoring and induction. Other topics related to professional learning will be explored in the future.

Joellen Killion, Senior Advisor with Learning Forward, reviewed the ongoing norms for the task force and asked table groups to identify one norm that they saw as a strength from our last time together and one that they thought would be most important to focus on for today's meeting. "Holding students' success firmly" was frequently mentioned as a strength; and "contributing productively" was often mentioned as a norm for focus today.

Focus Activity

Joellen showed a brief video from Australia on building a system of professional development. She asked table groups to discuss what BIG IDEAS they took away from the video. A few ideas identified from some table groups included:

- Importance of investing in people
- Preparing leaders
- Culture and systems of support

- Collaboration – key
- Standards define expectations
- About learning for all
- Time needed for reflection
- Change in behaviors precedes change in attitudes

Table Discussion of Policy Review Report - Directions

Questions to frame the conversation:

1. What did you learn from the revised policy report?
2. What do agree or disagree with?
3. What message does the Professional Learning Task Force want to send to the State Core Team about the policy review report?

Product to come from the conversation:

- Where are the greatest leverage points for Kentucky as you look at the recommendations from the policy review?
- Each table group identifies 3-5 big points (recommendations) from the report that your group considers to be the most important findings for Kentucky.
- Create a diagram or list to convey your big points and post on chart paper for review by all. Focus on “the message” you want to send.
- Frequently occurring recommendations will be synthesized into broad categories for the report to the State Core Team tomorrow.

Selected Comments from the Table Conversations about the Policy Review Report

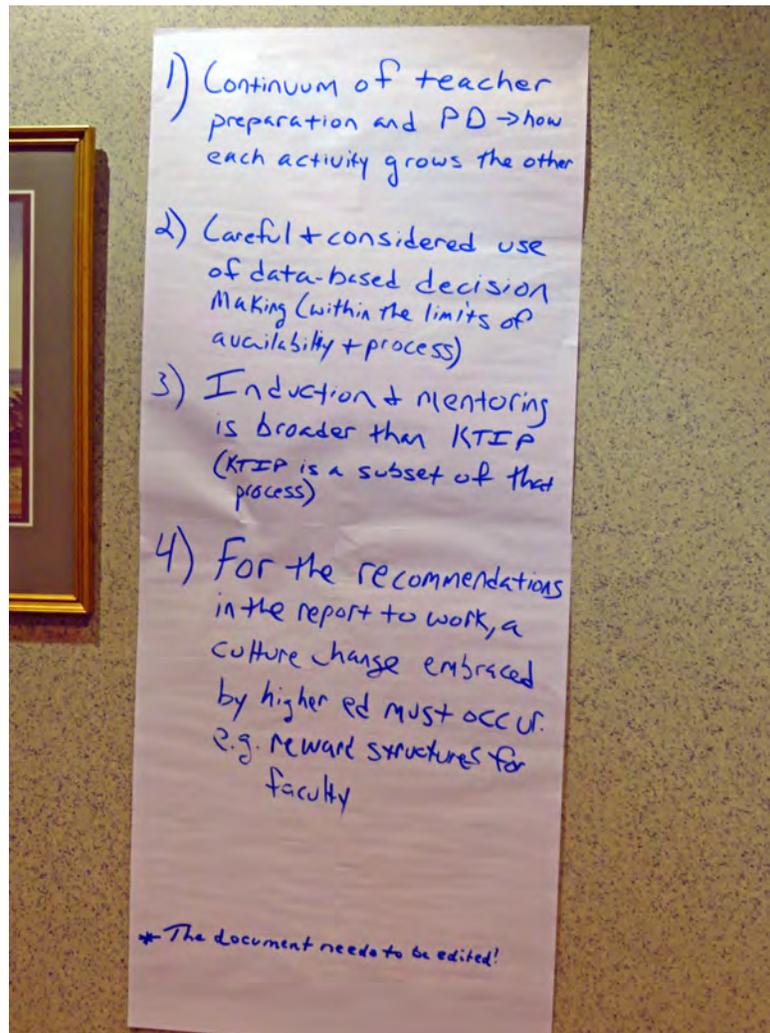
- Need for a well-coordinated system
- No one has ever defined who needs to take ownership of the various roles and responsibilities for leading professional learning. What is the role of the principal? Of the state?
- Need to build leadership capacity among principals to support the implementation of the vision of professional learning.
- How do we leverage the leadership of teachers?
- Teachers need to understand how to do job-embedded professional learning; need to take time to look at the end results (on student learning).
- How do we create a system that doesn't encourage negative competition between schools and districts?
- For administrators, the reporting and documentation of professional development creates a compliance mindset – which is also true for teachers in some places.
- Mentality of professional development as an “activity” and not a progression or continuum of development throughout a career.
- Those who provide professional development know their content, but don't understand adult learning or evaluation of professional learning. Starting with what students need to know and do is a major paradigm shift.
- Policy infrastructure is creating disincentives for the types of learning experiences that educators really need to support deep implementation and change.

- Funding streams need to be fully integrated. State could share some models on how to allocate funding differently to support professional learning. Need more clarification on this.
- CCSS could be a major driver. Now you have a strong reason for addressing PD.

Summary of Big Points (Recommendations) Listed on Wall Charts

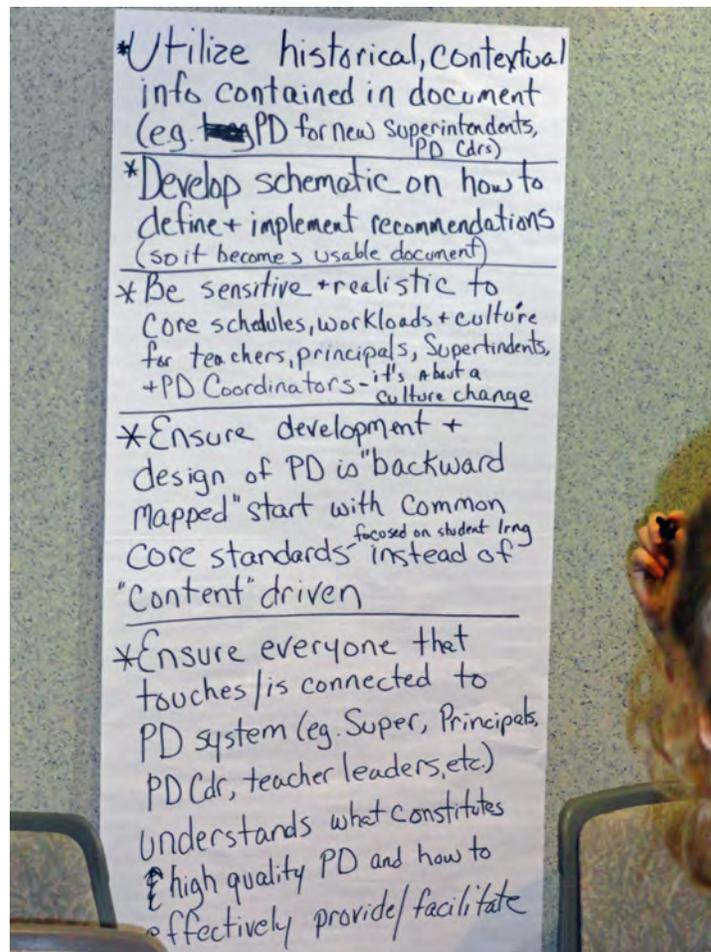
Group 1

- Continuum of teacher preparation and PD – how each activity grows the other
- Careful and considered use of data-based decision making within the limits of availability and process)
- Induction and mentoring is broader than KTIP (KTIP is a subset of that process)
- For the recommendations in the report to work, a culture of change embraced by higher education must occur, e.g., reward structures for faculty



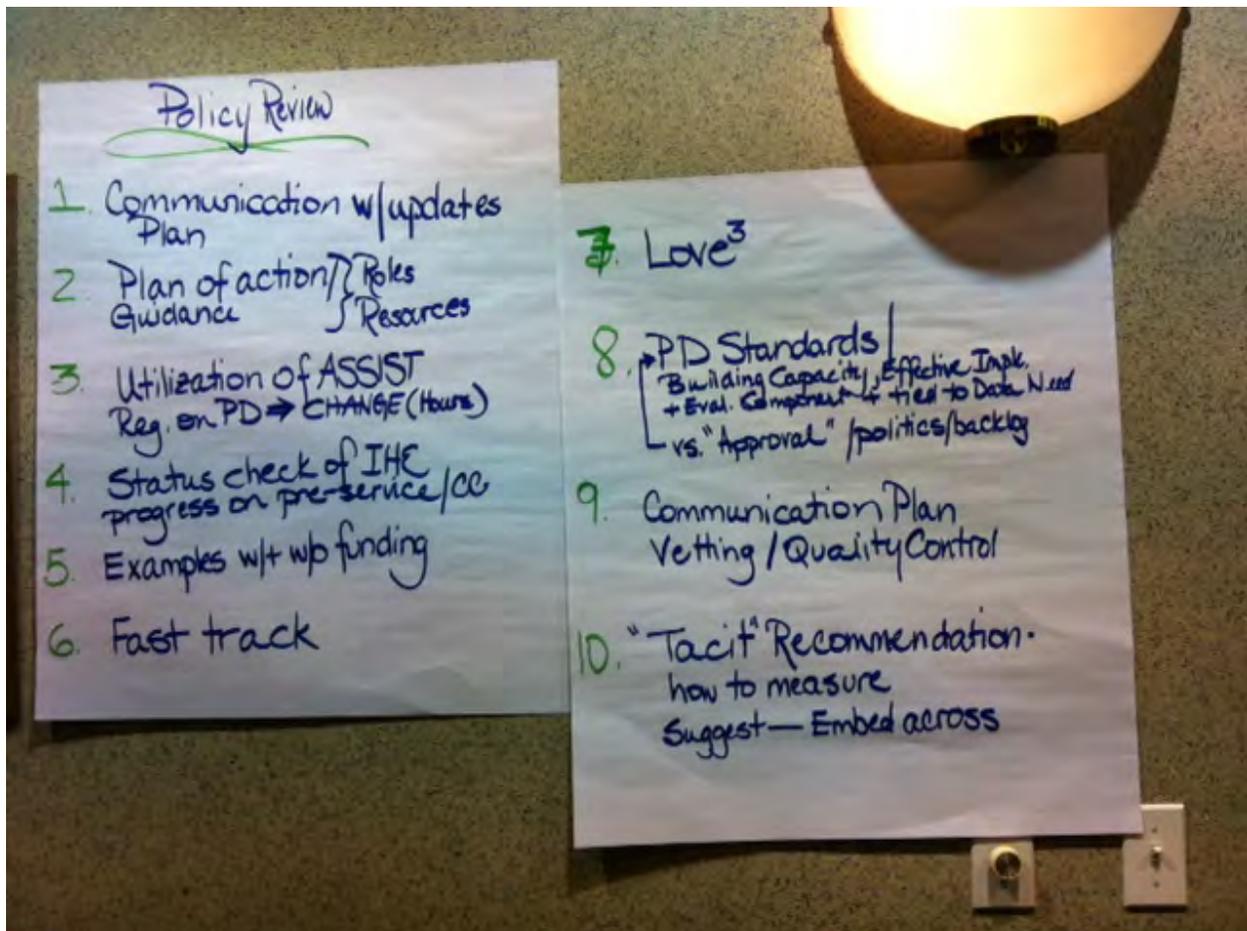
Group 2

- Utilize historical, contextual information contained in the document (e.g., PD for superintendents, PD coordinators)
- Develop schematic on how to define and implement recommendations (so it becomes useable document)
- Be sensitive and realistic to core schedules, workloads, and culture for teachers, principals, superintendents, PD coordinators. It's about a culture change.
- Ensure development and design of PD is "backward mapped" start with common core standards—focused on student learning—instead of "content" driven
- Ensure everyone that touches/is connected to PD system, e.g., superintendents, principals, PD coordinators, teacher leaders, etc.) understands high-quality PD and how to effectively provide/facilitate it



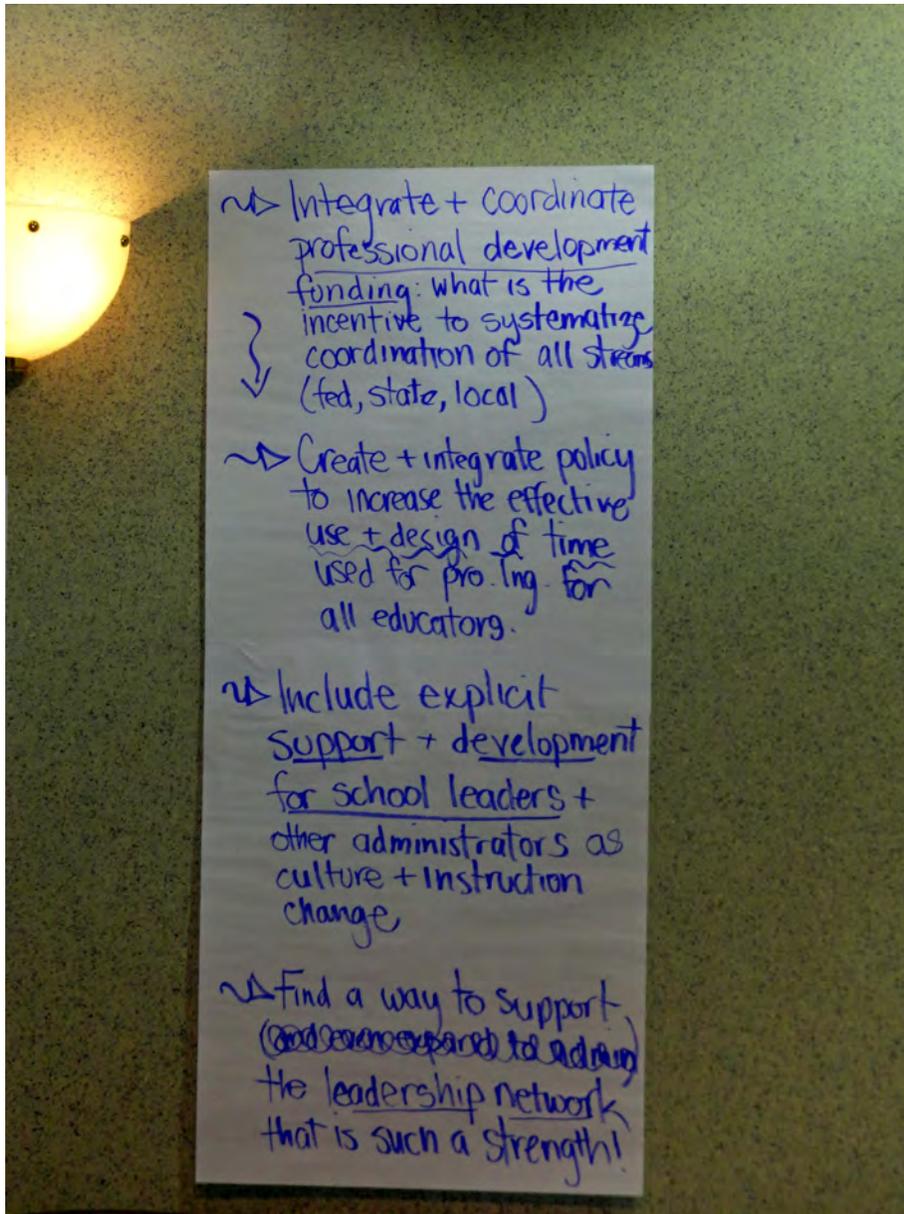
Group 3

1. Communication with updates plan
2. Plan of action/guidance –roles and resources
3. Utilization of ASSIST; reg. on PD—change (hours)
4. Status check of IHE progress on pre-service/CC
5. Examples with and without funding
6. Fast track
7. Love3
8. PD standards
 - a. Building capacity, effective implementation and evaluation component and tied to data need vs. “approval”/politics/backlog
9. Communication plan vetting/quality control
10. “Tacit” recommendations—how to measure; suggest—embed across



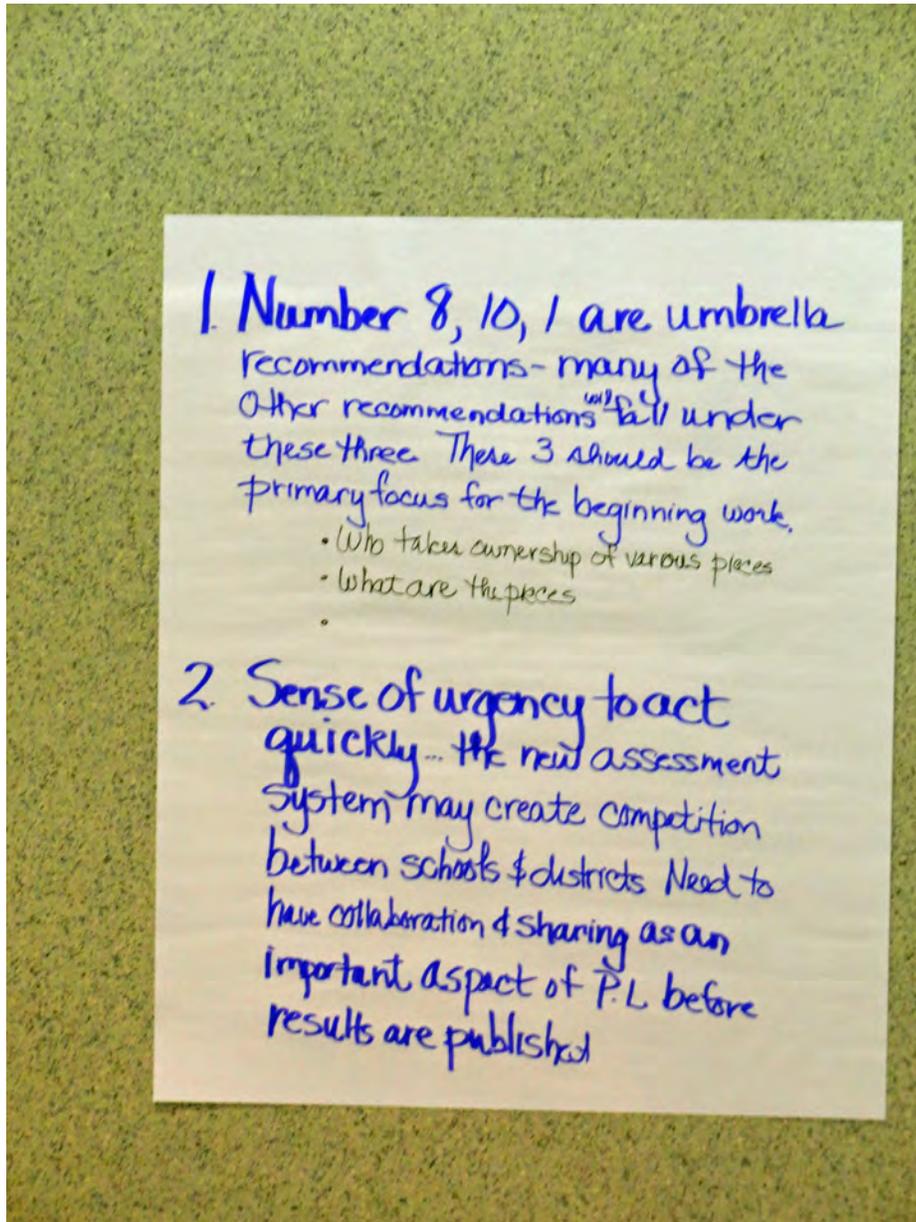
Group 4

- Integrate and coordinate professional development funding: What is the incentive to systematize coordination of all streams (fed., state, local)
- Create and integrate policy to increase the effective use and design of time used for professional learning for all educators
- Include explicit support and development for school leaders and other administrators as culture and instruction change
- Find a way to support the leadership network. That is such a strength!



Group 5

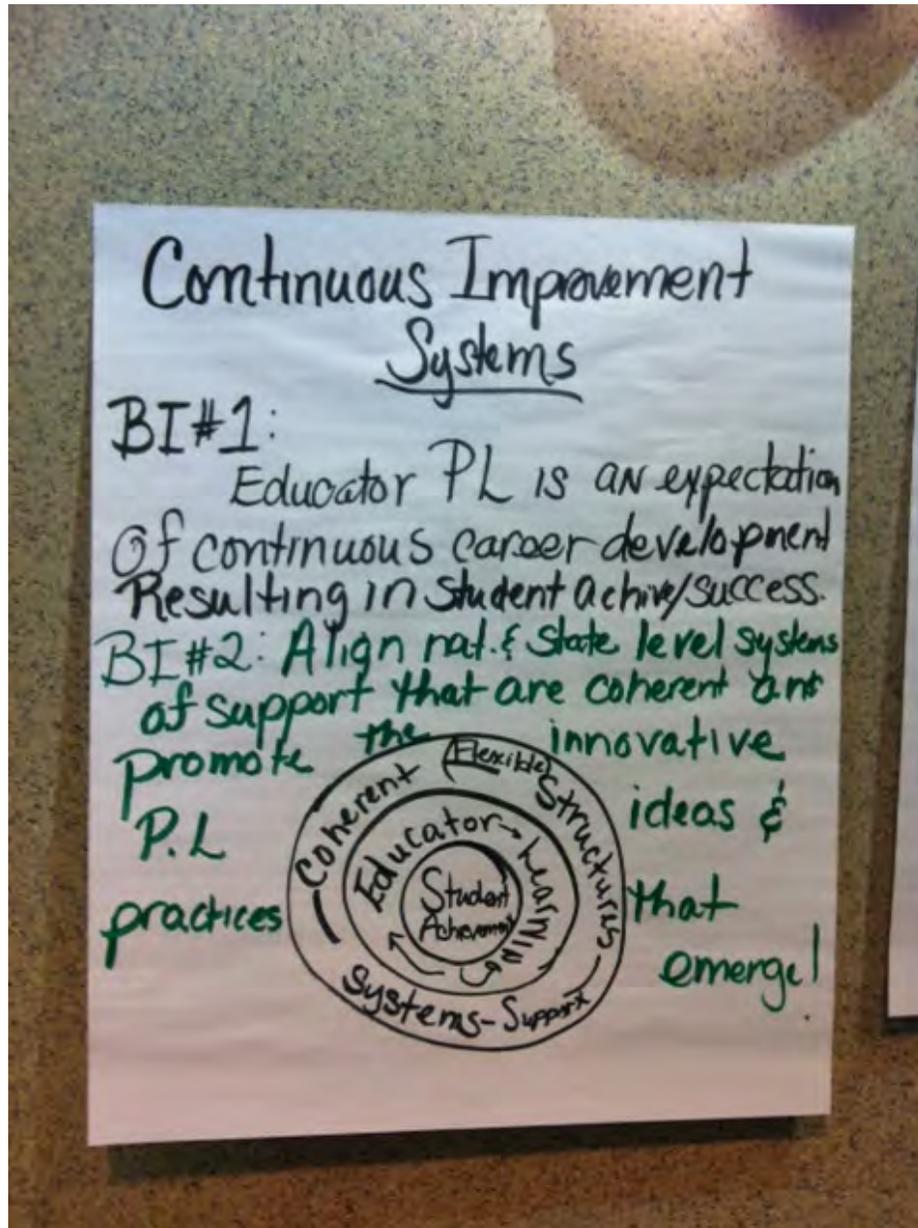
- Number 8, 10, and 1 are umbrella recommendation—many of the other recommendations will fall under these three. These three should be the primary focus for the beginning work.
 - Who takes ownership of various pieces?
 - What are the pieces?
 - Roles, responsibilities
- Sense of urgency to act quickly . . . the new assessment system may create competition between schools and districts. Meet to have collaboration and sharing as an important aspect of PL before results are published.



Group 6

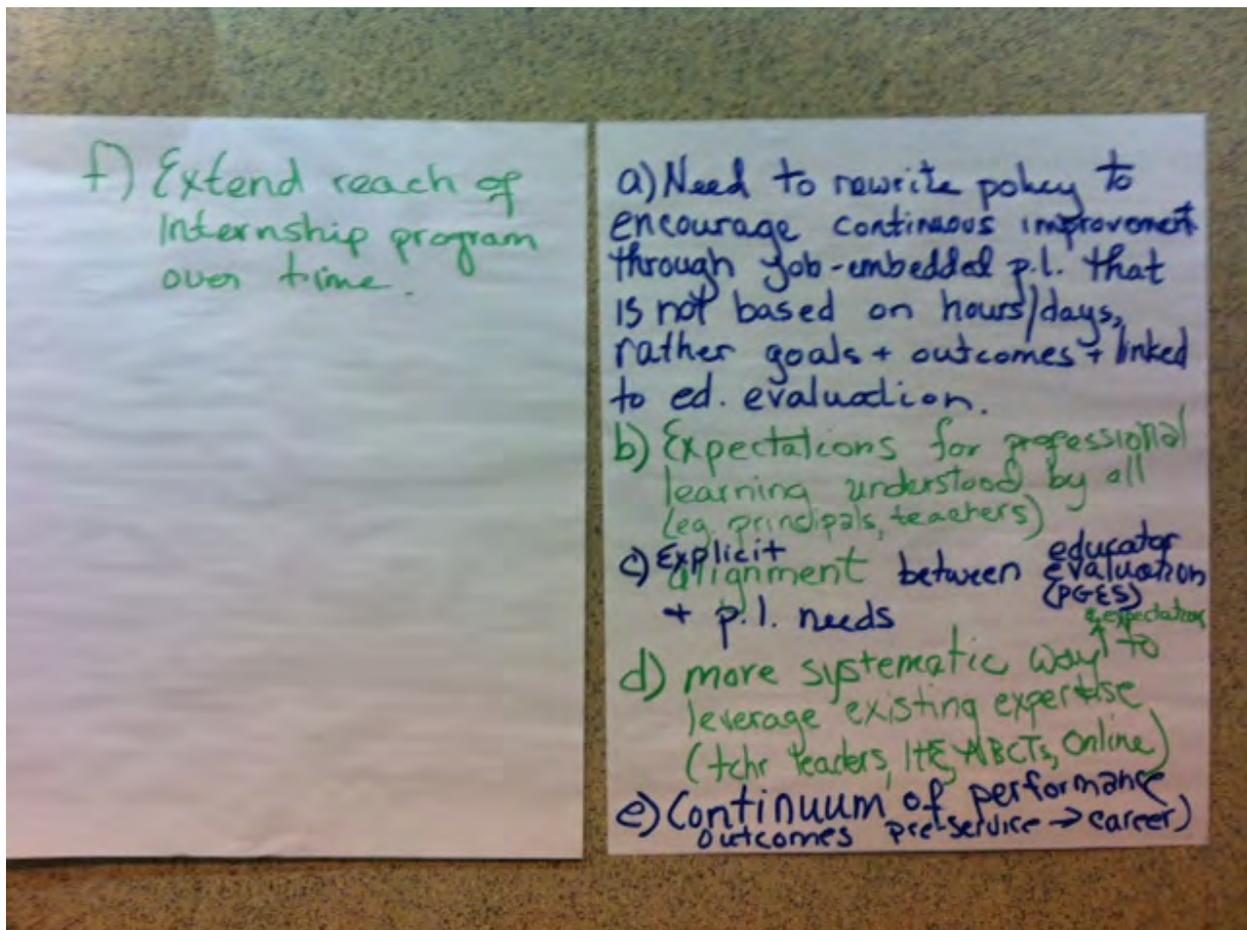
Big Idea #1: Educator professional learning is an expectation of continuous career development resulting in student achievement.

Big Idea #2: Align national and state-level systems of support that are coherent and promote the innovative professional learning practices and ideas that emerge.



Group 7

- a) Need to rewrite policy to encourage continuous improvement through job-embedded professional learning that is not based on hours/days, rather goals and outcomes and linked to educator evaluation
- b) Expectations for professional learning understood by all (e.g., principals, teachers)
- c) Explicit alignment between educator evaluation (GGES) and professional learning needs
- d) More systematic ways and expectations to leverage existing expertise (teacher, teacher leaders, IHE, NBCTs, online)
- e) Continuum of performance outcomes pre-service through career
- f) Extend reach of internship program over time

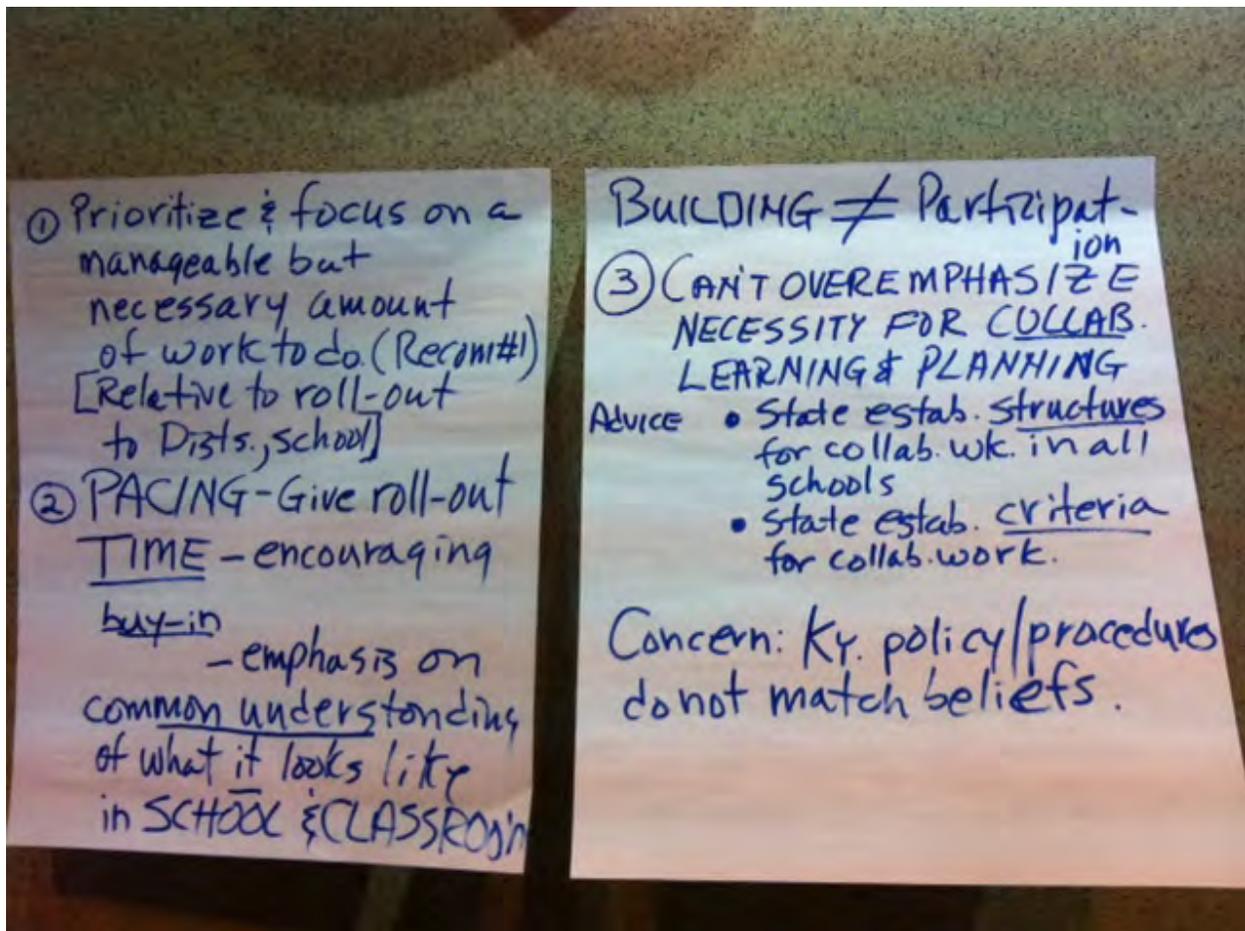


Group 8

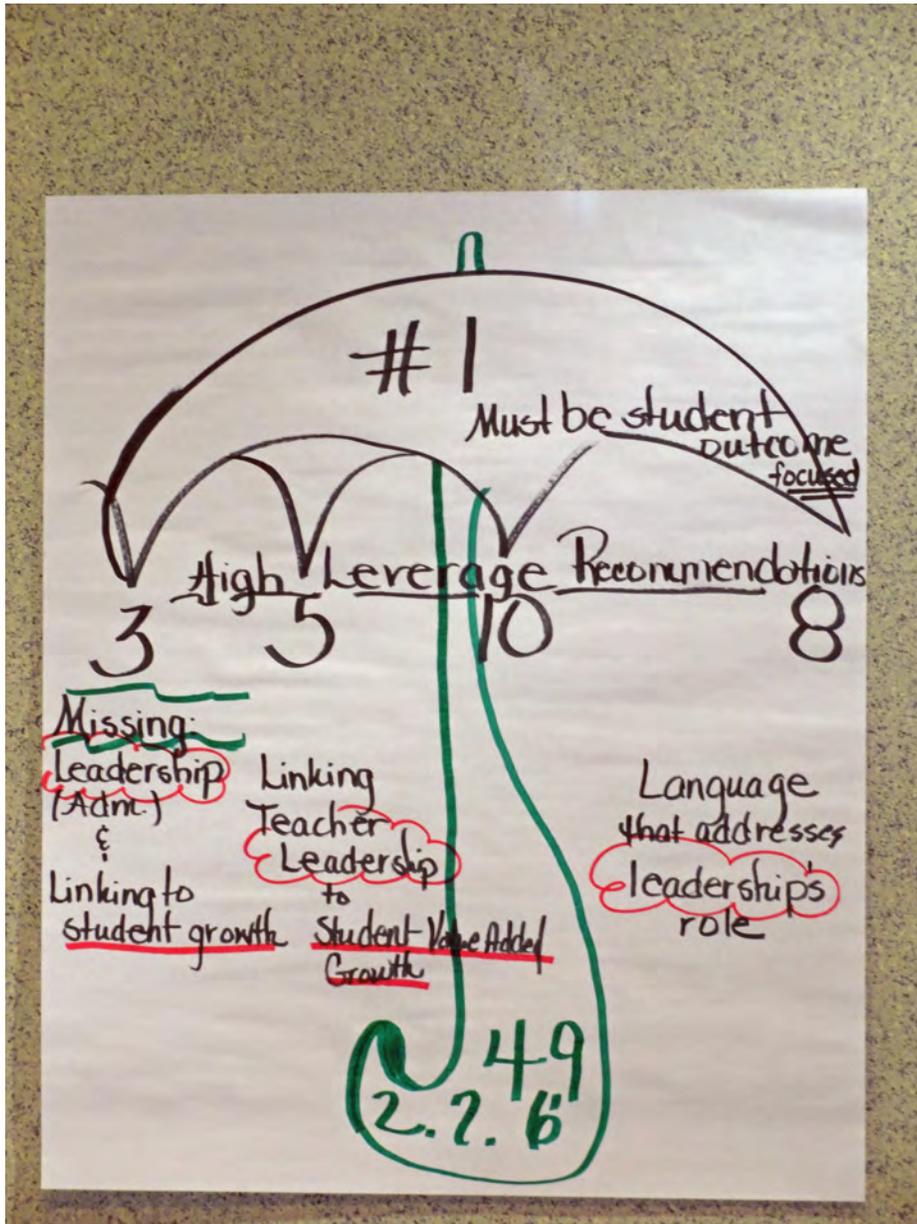
1. Prioritize and focus on a manageable but necessary amount of work to do (Recommendation #1) related to the roll-out to districts and schools
2. PACING—give roll-out TIME—encourage buy-in with an emphasis on common understanding of what it looks like in SCHOOL and CLASSROOM
3. Building it does not mean they will participate
4. Can't overemphasize necessity for collaborative learning and planning
5. As we build our system, it will be important to build in incentives that encourage collaboration and "expansion of the pie" and not just competition . . . leverages the expertise of teacher-leaders (Recommendation #5).

Advise: State establishes structures for collaborative work in all schools
State establishes criteria for collaborative work

Concern: Kentucky policy/procedures do not match beliefs



Group 9



Debrief of Wall Charts by Entire Task Force

- Considerable conversation around the 24-hour rule (counting 24 hours *outside* of school day)
 - As long as you're "counting hours," PD becomes an event and not part of the culture
 - Implies accountability = hours, and not student outcomes
 - Shared responsibility toward learning goals needed to change the culture
 - What package of incentives would promote this culture change? Transition from 24-hour rule?
 - What are the metrics/measures for job-embedded professional learning?
- Joellen's comments
 - Learning Forward is about *how* the professional learning is structured. You can keep or ditch the 24-hour requirement, ask for more authentic writing, etc. But it won't happen without learning of the professionals.
 - Many other systems, such as teacher evaluation, come into play as well. Value-added can be positive or negative. It may become prescriptive for an individual without any focus on the team in which the individual can learn from his or her peers. Evaluation systems won't work without this type of thinking.

Summary of Key Ideas to Take to The State Core Team (Compiled by Joellen Killion, Kathleen Paliokas, and Felicia Cuming Smith)

- **Culture change** and the conditions for supporting the culture – time and the effective use of and design of time
- **Collaboration** – focus on job-embedded professional learning
- **Leadership** – support and development of administrators and school leaders
- **Continuous improvement** – focus on entire continuum from pre-service preparation bridging into practice (mentoring and induction) and continuing with ongoing learning for teachers; relationship between higher education and PK-12 (roles and responsibilities)
- **Coherence** – integration of all systems (including higher education, principals and other school leaders, etc.); roles and responsibilities and knowledge base of all participants; alignment with the evaluation system and CIITS.
- **Effective professional learning** – consensus vision implemented uniformly. What does it look like in practice so that what happens in educator learning influences what happens in schools and classrooms?
- **24-hour rule** – If continue with 24 hour requirement, align it with specific goals; use it to build a culture of inquiry, learn protocols, and phase out eventually.

Visit by Math Specialists from the Leadership Network

- Team working on resources that will be put on CIITS
 - Formative assessments
 - Lesson plans
 - Student work samples
 - Videos of model lessons

- Podcasts on iTunesU
- Focus on professional learning – trying to build a critical mass of teachers to implement and carry throughout the school/district.
 - Lessons modeling questioning, scaffolding learning
 - District networking and dialogue with colleagues
- Want to change the attitude that teachers out of their classrooms for professional learning is a negative. Not true. The benefit to students is profound when teachers experience quality professional learning.

Three Work Groups

- Topics (Task force members divided among the three options)
 - Components of Professional Learning System
 - Evaluating Professional Learning
 - Mentoring and Induction
- Charge statement:
 - Begin to formulate recommendations of what we would include around each of these topics
 - Focus on the “what” and not the “how” – don’t want procedures to mask the vision
 - How will each student achieve K-CAS?
 - How to *transform* professional learning?
 - Critical friends operate as full members of each group – sharing ideas and recommendations
- Next steps:
 - **May 10th** – Online meeting for 2 hours in the a.m. – 10:00-12:00 ET. Purpose: Share written summary of your work-to-date; seek needed input from full PLTF (Professional Learning Task Force)
 - **May 10th – June 27th** – Work groups continue to collaborate. It may involve 1-2 conference calls and/or some electronic connecting.
 - **June 27th** – Meet in Kentucky and bring written draft of your work group’s recommendations. The recommendations from all three groups will be meshed together into a coherent, aligned whole.

Brief Reports from the Three Work Groups – Based on Today’s Conversation

(Note: This was an initial conversation among members of each of these work groups; thus group notes were not at a “recommendation” level. Some key questions or early thoughts from each group are recorded here.)

Evaluating Professional Learning:

- What data are needed to guide decisions about policy?
- Various stakeholders may want different information. What information do we have now and what is needed?
- Evaluation drives what you “get” for professional learning; therefore, must leverage PD evaluation to promote the actions you desire.

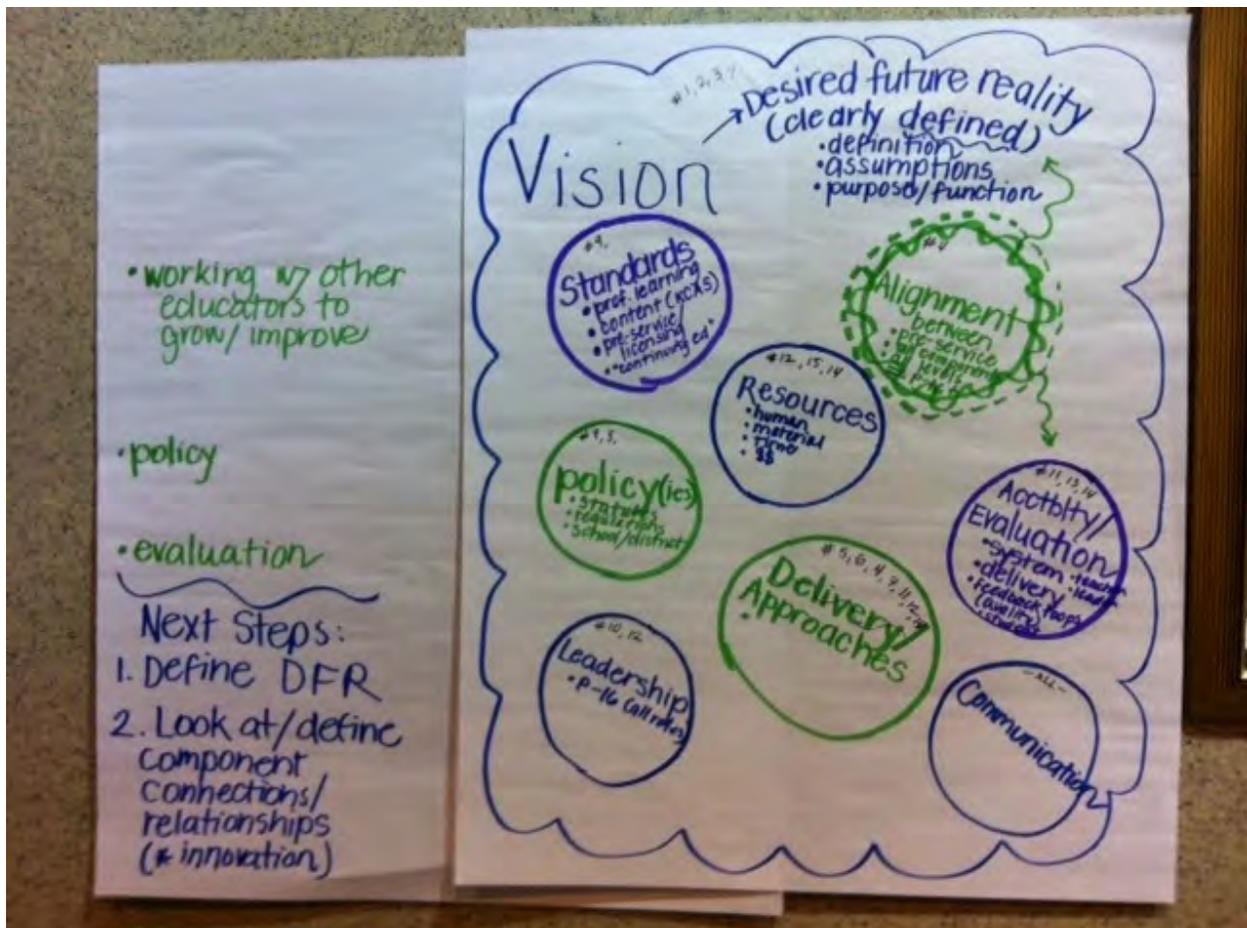
- How could state policy optimize the use of resources to get the highest quality of professional learning?

Mentoring and Induction:

- What do we know from our own experience and what recommendations do we make with KTIP in place? What foundational work has been done?
- Define what mentoring/induction is and its specific outcomes.
- Need more shared accountability among educators within the school for mentoring and inducting new teachers. What might districts do?
- How to support/incentivize mentoring and induction?
- How to support mentors as well as new teachers?

Components of a Comprehensive System:

- Created the wall chart below showing various components that need to be aligned to create truly *transformational* professional learning.
- How are all of these, plus mentoring/induction, teacher evaluation, CIITS, etc., supportive?



Closure Activity

Round robin comments from entire PLTF around one of the following questions:

- What has been a celebration for you today?
- What has been a challenge for you today?
- What did you learn today?

Sample comments:

Celebrations –

Depth of conversation

Expertise in the room

Kentucky students will benefit from this work

Desire to be transformative and not just tinkering

Challenges –

Very complex work

How to make the needed cultural shifts?

Challenge is the language and how it is interpreted by various stakeholders.

How to implement all of this? How to scale what we have learned?

What learned –

Exciting to go into new territory

Importance of productive struggle and we all hung in there!

Group coming to consensus.