Comprehensive Literacy State Development

Department of Education · United States of America

CLSD Models of Professional Learning

August 16–17, 2023 • Nashville, Tennessee

Participant Networking

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Housekeeping and Introductions

- Enable your camera if you are able/comfortable doing so.

- Update your name in the participants window (e.g. "DC - Sonia").

- Use the chat box to introduce yourself and tell us the last book you read and enjoyed.

Session Purpose

- Facilitate peer-to-peer connections among colleagues.

- Provide opportunities to share best practices and ask questions related to professional learning.

Agenda

- Introductions and Session Purpose (5 minutes)

- Review of Professional Learning Data (5 minutes)

- Breakout 1: (10 minutes)

- Transition and Debrief (5 minutes)

- Breakout 2: (10 minutes)

- Transition and Debrief (5 minutes)

- Breakout 3: (10 minutes)
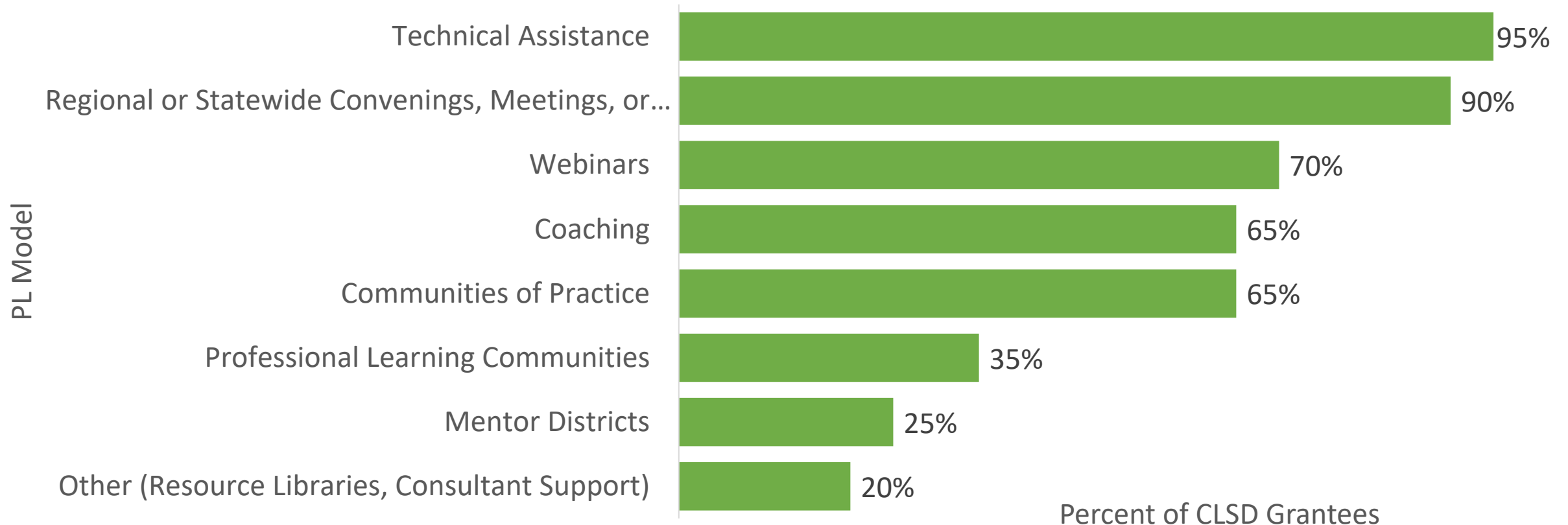
- Wrap Up and Debrief (5 minutes)

What Do We Know About PL Nationally?

- 2020-21 SY Title II data showed:
    - 90% of districts funded short-term (3 days or fewer) PL.
    - 80% of districts funded longer-term (more than 4 days) PL.
    - 55% of districts funded collaborative or job-embedded PL.

- A 2022 RAND study found:
    - Collaborative learning was most common and perceived most beneficial by educators.
    - Collaborative learning time was most used to review student data and plan instruction.
    - Educators reported having limited access to subject matter experts, but rated subject matter expertise as valuable and beneficial.
    - Educators who reported higher participation in PL reported higher levels of standards-aligned classroom practice.
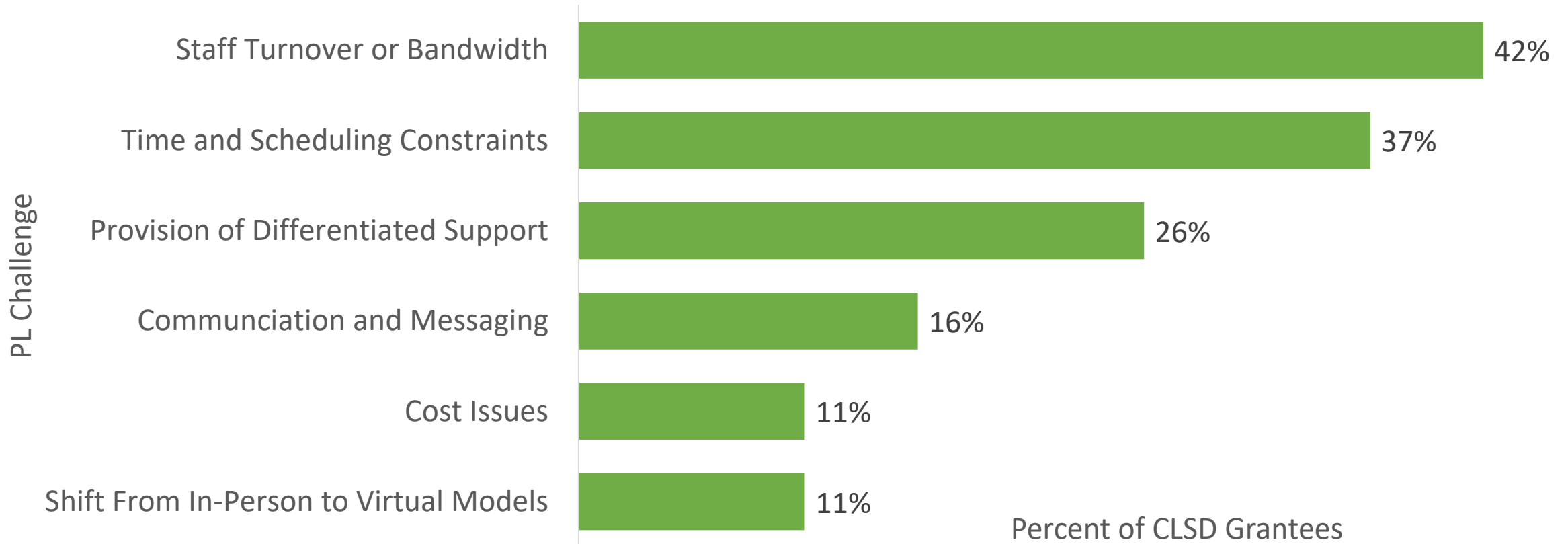
What Do We Know About Effective PL?

Effective PL <u>Structures:</u>	Effective PL <u>Content:</u>
1. Promote opportunities for teachers to learn from each other	1. Focuses on instructional practice over content knowledge
2. Leverage 1-1 coaching	2. Offers materials that support practice over lists of key ideas and concepts
3. Allow for feedback loops and follow-up meetings	3. Emphasizes student-teacher relationships
4. Are sustained over time	4. Incorporates models and modeling
5. Incorporate adult learning theory and active learning	5. Builds opportunities for reflection and discussion

What Do We Know About State-Level PL In CLSD?

A horizontal bar chart titled "PL Model" (y-axis) vs "Percent of CLSD Grantees" (x-axis):

- Technical Assistance: 95%
- Regional or Statewide Convenings, Meetings, or…: 90%
- Webinars: 70%
- Coaching: 65%
- Communities of Practice: 65%
- Professional Learning Communities: 35%
- Mentor Districts: 25%
- Other (Resource Libraries, Consultant Support): 20%

What Do We Know About CLSD PL Challenges?

Bar chart titled "PL Challenge" (y-axis) vs "Percent of CLSD Grantees" (x-axis):

- Staff Turnover or Bandwidth — 42%
- Time and Scheduling Constraints — 37%
- Provision of Differentiated Support — 26%
- Communciation and Messaging — 16%
- Cost Issues — 11%
- Shift From In-Person to Virtual Models — 11%

What Do We Know About CLSD PL Solutions?

Bar chart titled with axis label "PL Solution" (vertical) and "Percent of CLSD Grantees" (horizontal):

- Improved Communication — 44%
- Increased Flexibility — 33%
- Data-Based Differentiation — 28%
- One-on-One Support — 11%
- Additional Funding — 6%
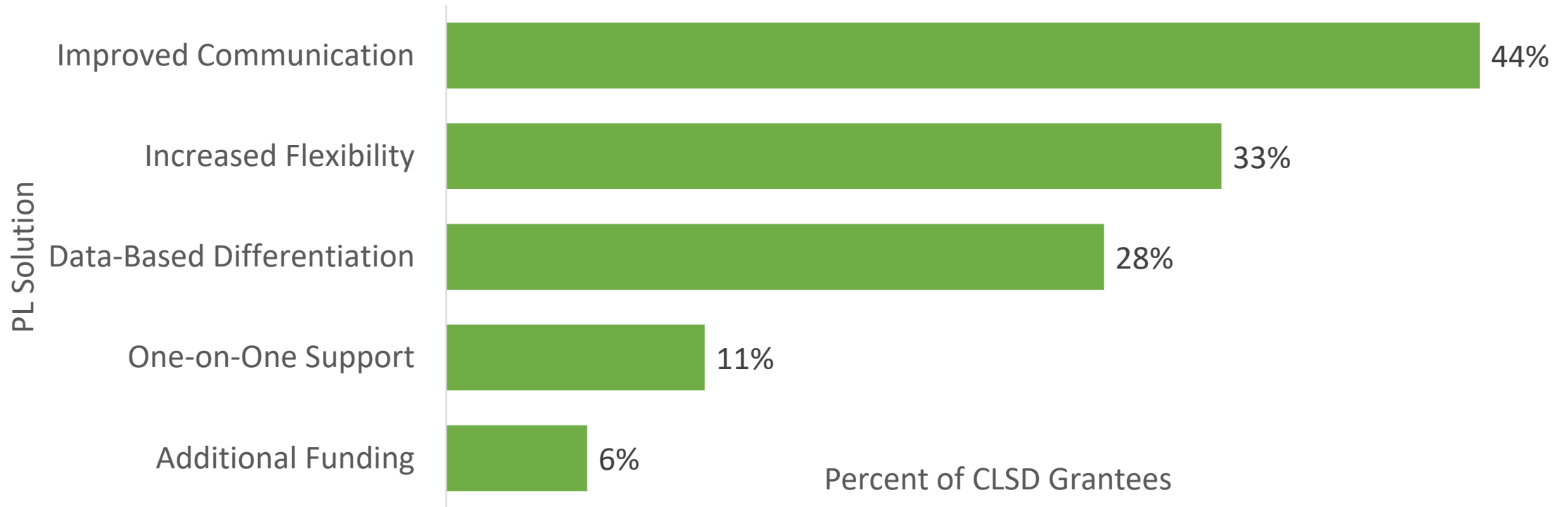
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Breakout 1: Professional Learning Models

Directions:

1. You will have 10 minutes in this group.

2. Identify the person whose birthday comes next chronologically. They will share first.

3. Take two minutes each to share:

   - What is your name, state or territory, and role?

   - What types of professional learning do you conduct in your context (e.g. technical assistance, coaching, webinars, PLCs, convenings, resources, etc.)?

Have extra time? How does professional learning differ for different audiences?

Breakout 1 Debrief

- **Reflect**: How was communication during the small group? What might contribute to more communication in the next round?

- **Share in the chat:** What is something you learned that you think the rest of the group should know?

Breakout 2: Professional Learning Effectiveness

Directions:

1. You will have 10 minutes in this group.

2. Identify the person whose birthday occurred most recently in the past. They will share first:

   • What strategies do you use to gauge the effectiveness of professional learning?

Have extra time? How do these strategies connect to oral language development?

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Breakout 2 Debrief

- **Reflect:** Think about your own participation. What will you do more or less of in the next breakout?

- **Share in the chat:** What is something you learned that you think the rest of the group should know?

Breakout 3: Participant Questions

Directions:

1. You will have 10 minutes in this group.

2. Does someone have a question to pose the group?

   - If **yes**, pose your question and discuss with the group.

   - If **no**, use this prompt: What is a professional learning innovation your program made to address a challenge?

Have extra time? What is good advice you would give someone else starting in a role like yours?

Breakout 3 Debrief

- **Reflect:** How was the process of networking in small groups? What might improve the process next time?

- **Share in the chat:** What is something you learned that you think the rest of the group should know?

Wrap Up and Feedback

- Take a moment to send a chat to a colleague and thank them for the conversation.

- Please provide feedback on the session you just attended:

  - 5) Participant Networking (Virtual)

  – https://forms.office.com/r/76zJ2vJFhi

CLSD August Topical Meeting:
Models of Professional Learning -
Session Feedback

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