

The background of the slide features a large, faint, circular seal of the Department of Education, United States of America. The seal contains the text "DEPARTMENT OF EDUCATION" at the top and "UNITED STATES OF AMERICA" at the bottom, with a central emblem depicting a figure holding a torch and a book.

High-Impact Collaborative Planning

Using Job-Embedded, Teacher-Driven Professional
Development to Achieve SLCP Goals

Project Directors Meeting
November 9-10, 2011

PRESENTERS

Pamela Fisher

Great Schools Partnership

Karissa Schafer

U.S. Department of Education

AGENDA

Welcome and Warm Up

Common Planning Time: What We Know

Harnessing the Knowledge in the Room

Next Steps for Project Directors

Outcomes for this Session

Participants will

- Identify and address common planning time implementation challenges
- Increase capacity of project directors to influence implementation
- Identify strategies that will sustain the work beyond the funding period

Common Planning Time: What We Know

“The quality of an education system cannot exceed the quality of its teachers.”

—*How the World’s Best-Performing School Systems Come Out on Top*

“Research shows that teacher quality is the single most powerful influence on student achievement, and yet teachers in the United States receive far less professional development, mentoring, and planning time than teachers in the world’s high-achieving nations.”

—*Professional Learning in the United States*

Common Planning Time: What We Know

Effective professional learning for teachers tends to share four high-impact attributes:

1. It is intensive and ongoing throughout a teacher's career
2. It is focused on learning specialized instructional techniques and academic content
3. It is integrated with other school initiatives
4. It builds a culture of trust and strong working relationships among teachers

Common Planning Time: What We Know

The International Context

Teachers need substantial professional development in a given area—close to fifty hours—to improve instructional skills and student learning; most professional development in the United States is significantly shorter than the fifty hours required to transform practice.

Common Planning Time: What We Know

The International Context

Nations that outperform the United States on international assessments invest heavily in professional learning for teachers, and they build time into the school workday for ongoing, sustained teacher development, collaboration, and planning.

Common Planning Time: What We Know

The International Context

American teachers spend much more time teaching students and have significantly less time to plan and learn together, and to develop high-quality curriculum and instruction, than teachers in other nations; American teachers spend roughly eighty percent of their total working time engaged in classroom instruction, compared to sixty percent in other countries.

The Missing Link in School Reform

By Carrie R. Leana

How to Reform Public Schools

THE PREDOMINANT IDEOLOGY

Power of the Individual: Reform efforts are focused on improving the capabilities of the individual teacher.

Wisdom of the Outsider: Bring in outside experts—or even novices—to solve problems.

Principal as Instructional Leader: The principal is the leader of school instructional reform.

THE REALITY

The Power of the Collective: The teaching staff is engaged in school reform collectively.

Reform from Within: Trust and meaningful communication among teachers are the bases of true reform efforts.

Principal as Protector: The principal supports teacher reform efforts through building external relations.

Common Planning Time: What We Know

Simply put...

Job-embedded, teacher-driven, subject-specific collaborative planning and learning time is the most effective, affordable, and sustainable way to transform instructional practice and increase student performance.

Harnessing the Knowledge in the Room

What have you learned over the past year about implementing CPT?

What challenges have you encountered and how have you overcome those challenges?

As a project director, what has been your role in the process? How have you been able to strengthen and improve CPT?

Next Steps for Project Directors

What questions do you have?

What support and resources do you need?

How can the technical assistance team help you achieve your goals?



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Thank You for Participating!