

Personalized Professional Development

Al Early, Eric Ross,
Mary Kay Crone

Maggie Jones-Schradel, Matt McCalla



A short history of Professional Development



1. The advanced degree-self initiated
2. One size fits all district programs
3. Individualized building programs
4. Keynote and breakout programs
5. Individual attendance at conferences, workshops, professional visits
6. Licensure Requirements



Essential Questions

1. How can we give our teachers more voice and choice in their professional learning?
2. What types of professional learning options can we make available so that teacher learning becomes an ongoing process, not just on a PD day? *examples: Twitter/Twitter Chats, Passion Projects, Peer Observations
3. What are some effective models of personalized teacher professional learning?
4. What is the mechanism or process for accountability?

Current Professional Development Plan

Staff Development Committee of 30 teachers comprise group to help set course for 457 teachers in Sycamore school district!

PD Day 1 –

- In August prior to start of school
- Group Session with thematic priority – Morning session
 - Huge number of offerings that teachers can select from
 - Survey at completion of session from teachers

PD Day 2 –

- September follow-up to Culturally Responsive Practices
 - Self-reflection

PD Day 3 –

- April – Cost of Poverty Experience (COPE)



Current PD opportunities

Sycamore 21

Teachers get credit in Preferred Learning Communities through Ashland University

There is a pot of money that can be used for these classes/programs
47 different offerings.

Whatever Wednesdays -

Program at Greene school to support teachers with curriculum questions or development needs.

Learning Liftoff -

Mini-developmental teacher lesson
After bus discussions - new program



Methodology of Strong Professional Development

According to the Learning Policy Institute, Professional Development for teachers is better when...

1. Is content focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration

ALTERNATIVE PD STRUCTURES



UNCONFERENCES

Choice of short sessions throughout a single day. Attendees provide the content.



INTENTIONAL PLCs

Teachers meet in groups they choose, setting goals and keeping each other accountable.



CHOICE BOARDS

Teachers choose from a variety of learning activities and modes of study.



PERSONAL ACTION PLANS

Individual teachers set specific goals, then create and follow a plan to reach them.



VOLUNTARY PILOTING

A small group of teachers tries a new initiative, then reports their results to staff.



PEER OBSERVATION

Teachers visit each other's classrooms to learn new practices and provide feedback.



MICROCREDENTIALS

Teachers earn badges for completing pre-defined learning challenges or quests.



BLENDED LEARNING

Teachers learn through online resources and come together to share as a group.



LAB CLASSROOMS

A host teacher models a strategy with students while other teachers observe.



Micro-credentials / Badging



- Micro-credentials are a competency based digital form of certification.
- Earned by demonstrating competence in one specific skill at a time.
- Could be issued for formal or informal learning.
- Evidence is submitted to show they have mastered the competency.
- Newer concept that is gaining momentum nationally.
- Several states are beginning statewide initiatives. (not ohio)

Types of Micro-credentialing

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Micro-credentials are available...

- For profit businesses/non-profit
- Developed in-house by educators.
- Open-Source Badging



Possible Badging Topics

Innovation

Project Based Learning

PBIS

Google

Formative Instruction

Growth Mindset

Mental Health

Cultural Responsiveness

ESA / ESOL

Poverty

Design Process

STEAM

Content Area Expert

Environmental Science

Service Learning

Badging / Micro-credential Options



- **Turn Key Vendor**
- **In House Badging**
- **Open Source Badging**

Turn Key Vendor - BloomBoard



- Partner with content providers to create turnkey micro-credentials.
- Each Micro-credential has clearly defined purpose of achieving verified improvement in instructional practice.
- Part of cohesive system of skills that enable educators to grow and advance through career.
- Clusters available for multiple career advancement pathways.

A Tiered Approach to Micro-Credentials in Career Advancement – InTASC-Aligned Honeycomb[©]

Professional Educator Tier: Career
(24-28 MCs)



Pre-service/Induction Tier: Early Career
(8-12 MCs)

Mapped Cluster Categories

Classroom Management Cluster

Developing a Positive Classroom Climate Cluster

Data-Driven Instruction Cluster

Organizing Content for Learning Cluster

Student Engagement Strategies Cluster

Addressing Learning Differences Cluster

Developing Families as Partners Cluster

Growing as a Professional Educator Cluster

Pros/Cons to Turn-Key Vendor

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Pros

- Content is created by experts.
- Review at MC completion is evaluated by outside expert.
- Wide variety of competencies available.
- Build alignment around roles (new teacher, coach, gifted, ESL, administrator.)
- Proof of concept with small group & little effort.
- System manages process.
- Easily scalable.

Cons

- Cost.
- Lack of creative control.
- Not really personalized.

In House Badging

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- Teacher or team of teachers can create badging around their passion projects and interests.
- Badges could be created for programs that are used on a daily basis, or even programs that are available but not utilized.
- Ex: Google Forms...

Pros/Cons to In-house Badging



Pros

- Teachers have total control
- No external cost
- Many in-house experts
- Focus on exact competency of interest
- Flexibility to follow passion project of interest

Cons

- No current **Learning Management System (LMS)**-manual process.
- This would take a lot of time and effort.
- Not easily scalable
- Potential for inconsistencies of evaluation/demonstration of badge or MC.
- If they try and things don't go well, then what?

Open Source Badging

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Open badges provide portable and verifiable information about skills and achievements

- Authenticated
- Portable
- Digital
- Shareable
- Embedded metadata

An open badge can verify and explore

- Details about the organization issuing the badge
- What the individual has done to earn the badge
- The criteria that the badge has been assessed against
- That the badge was issued to the expected recipient
- The badge earner's unique evidence (optionally included)
- When the badge was issued and whether it has expired

Pros/Cons Open Source Badging



Pros

- Growing selection of pre-created microcredentials
- Available to everyone
- Global portability / recognition

Cons

- Limited Market Adoption
- Variations in quality

Recommendations

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- Maintain district wide development addressing district needs for the year.
Ex- Cost of Poverty Experience
- Select a learning management system to manage, process, and create accountability

Recommendations

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Test the options through small pilot groups of...

- Turn Key Vendor
 - Evaluate companies that provide pre-created microcredentials. (BloomBoard)
- Open Source Badging
- In-house Badging / MC

Recommendations

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Manage the Data...

- Evaluate current PD expenditures
 - Hard & soft costs
- Create 'dashboard' of key goals & metrics to evaluate & measure.
 - Find ways to tie PD to student outcomes
 - Teacher Evaluation – Students provide teacher feedback
- Badging/MC opportunities should have the capability of being tied to ipdp/license renewal
- Brainstorm ways to minimize teacher expenditures




Things to be successful:

- Broad Messaging from District
- Meaningful Incentives
- Phased Approach
- System for management





Things to consider:

- Teacher input and buy-in
 - Survey teachers/staff
 - Will teachers utilize/pay for the badges if they are not tied to ipdp?
 - Licensing requirements
 - Teacher time
 - Tying professional development to implementation into the classroom (accountability)
 - Teacher contract-Work together with SEA to plan for changes prior to next contract negotiations.
 - Equivalency of microcredentials vs college credit/ECU
 - Who would manage the in-house process?
 - What are the incentives?
- 



Questions?