



## ***Designing Effective Professional Development Programs***

Professional Development Workshop

June 28, 2011

### **Agenda**

- 1:10-1:20 p.m.    **Welcome, Introductions, and Setting the Context**
- Establish the purpose and desired outcomes of the session.
- 1:20-1:45 p.m.    **Defining High Quality Professional Development in Arts Education**
- Examine *Programs for Educators* review criteria; define what it means to “build capacity.”
- 1:45–2:35 p.m.    **Planning Backwards to Support Student Achievement**
- Understand how planning backwards from outcomes for student learning strengthens PD program design.
- 2:35-2:45 p.m.    **Break**
- 2:45-3:55 p.m.    **Building Capacity through PD Program Design**
- Consider PD program components that support the transfer of PD participants’ learning to their work in schools.
- 3:55-4:00 p.m.    **Closure**

**What do you hope to take away from today's session?**

**What professional development had a powerful impact on how you perform your work? How did it unfold?**



## Defining Quality Professional Development in Arts Education

Participation in the online directory Programs for Educators is contingent on a peer review to determine if providers meet the following criteria.

### **1. Demonstrated Experience and Qualifications**

- a. Provided by skilled instructors with experience delivering high quality professional development in the arts to educators within a public school context

### **2. Program Design**

- a. Engages participants in:
  - i. rich artistic learning experiences that build content knowledge and skills
  - ii. reflection and assessment
- b. Uses appropriate strategies and a customized approach to meet school district and participant needs
- c. Supports school districts' arts education plans and school districts' overall priorities for increasing student achievement and improving instructional quality
- d. Reflects latest research and best practices in teaching and learning
- e. Incorporates evaluation to enable continued program improvements

### **3. Transfer of Knowledge**

- a. Provides participants with knowledge, understanding, instructional skills and tools that prepares them to:
  - i. improve student achievement in and through the arts
  - ii. deliver sequential curriculum that meets the California State Visual and Performing Arts Standards

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These criteria for quality professional development in arts education were developed from local, state and national resources, including:

- *Arts for All's Designing the Arts Learning Community: a Handbook for K-12 Professional Development Planners*
- California County Superintendents Educational Services Association's *A Guidebook for High Quality Professional Development in Arts Education*
- The Goals 2000: Educate America Act's *Mission & Principles of Professional Development*,
- Learning Forward's *Standards for Staff Development*.

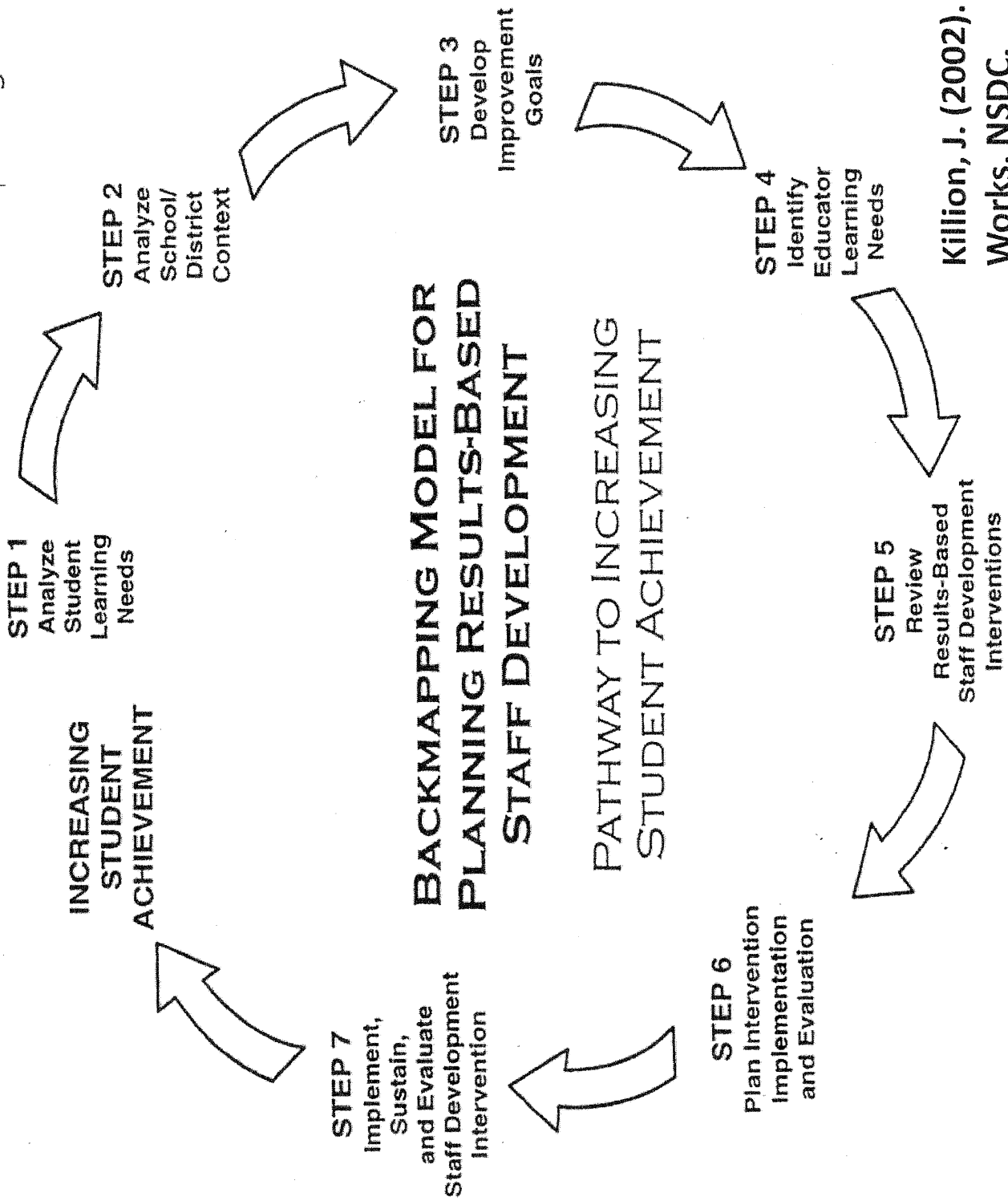
***Envision an educator, who has experienced PD with you, delivering arts learning.***

**What is the educator doing?**

**What are the educator's students doing?**

**What professional learning equipped the educator to advance student learning in and through the art form(s)?**

Figure 1: Backmapping Model for Planning Results-Based Staff Development



Killion, J. (2002). What Works. NSDC. 8

## Professional Development Program Design Template

### Program Overview

<p><i>How will educators be equipped to advance student learning in and through the arts?</i></p>	
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### Step 1. Analyze Student Learning Needs

<p>Per arts disciplines, VAPA standards, and district arts education plans:</p> <p><i>What have students already learned in and through the arts?</i></p> <p><i>What are the gaps?</i></p> <p><i>What do students need to learn in and through the arts?</i></p> <p>Per Arts Integration: <i>What do students need to understand, know, and be able to do in other disciplines?</i></p>	
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## Step 2. Analyze District/School Context

<p><i>What is the school/district's level of commitment to arts education?</i></p> <p><i>Is there a district arts education plan? What are its goals?</i></p> <p><i>What time and funding are available for PD?</i></p> <p><i>Do schools have structures (whole school staff meetings, PLCs, grade-level planning time) that can be used to help implement PD and sustain the work?</i></p> <p><i>What arts curricula are educators expected to use?</i></p> <p><i>What is the "community profile" re demographics, parental involvement, and partnerships?</i></p> <p><i>What performances, exhibitions, celebrations, and festivals occur yearly?</i></p>	
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## Step 3. Develop Improvement Goals

<p>Per the selected arts disciplines and VAPA Standards:</p> <p><i>How will students' learning in and through the arts be advanced?</i></p>	
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#### **Step 4. Identify Educator Learning Needs**

<p><i>What do educators need to understand, know, and be able to do to advance student learning in and through the arts?</i></p>	
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#### **Step 5. Review Results-Based Staff Development Interventions**

<p><i>Which PD experiences have been effective with educators in this school/district?</i></p> <p><i>What approaches to arts education PD will help address educators' needs?</i></p>	
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## Step 6. Plan Intervention Implementation and Evaluation

### **Evidence of Achievement**

*How will students and educators demonstrate they achieved the outcomes?*

*What culminating events will enable them to demonstrate their increased understanding, knowledge, and skills?*

### **Professional Learning**

*What professional learning experiences will equip educators to advance student learning in and through the arts?*

*How will these PD experiences be implemented over time?*

### **Evaluation**

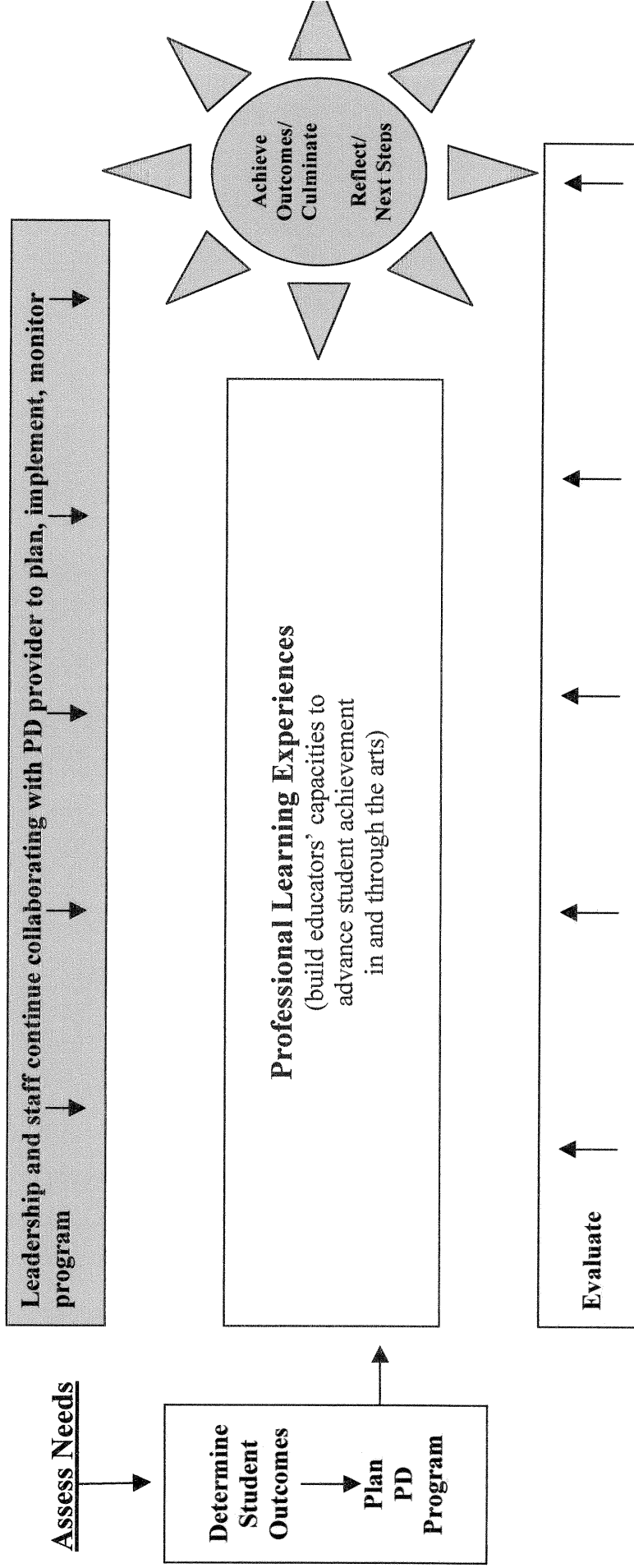
*How will the effectiveness of the PD program be evaluated?*

*What data collection strategies (such as surveys, post-PD event evaluations, observations, and focus groups) will be used?*

*How will they be implemented over time?*

**How does targeting outcomes for student learning and teacher practice strengthen your/your organization's PD program?**

**Model of 1 Year Professional Development Program**



**What PD strategies/components will help educators transfer their learning to their practice?**

## *Supporting the Transfer of Learning to Practice*

### *During PD Events (Institutes and Workshops)*

#### **Guide Applications & Planning**

While engaged in learning, invite participants to reflect on and share with colleagues how they might adapt parts of the lesson with their own students.

Give participants time and guidelines to plan standards-based adaptations of the model lessons they experience to implement with their own students. Ask them to share out their plans in grade level order.

#### **Provide Resources**

Provide tools and resources, such as worksheets, planning protocols, curriculum and assessment samples, and instructional guidelines to support the implementation of arts learning in classrooms.

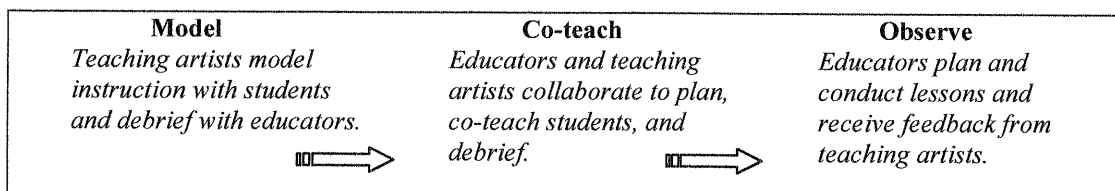
### *After, Between, and Beyond PD Events*

#### **Provide Onsite Support**

Provide coaching to educators in classrooms as they plan, implement, and assess their own learning experiences, which can range from arts learning strategies to whole lessons and units.

Collaborate with educators to target student outcomes and address their goals and needs as practitioners.

Coaching can be scaffolded over time, as shown in the continuum below, or entered at any point, according to educators' strengths and needs.



If access to individual teachers is limited, meet with **teams of educators** (such as grade-level planning groups) to provide support as they plan their own learning experiences. Ask them to document implementation and results for students. Meet with them to share student work and reflect on how the design and facilitation of their lessons could be improved.

If partnering with a professional learning community (**PLC**), serve as a resource as members

- plan and implement their own learning experiences, and analyze student work
- consider student progress in meeting outcomes
- assess their abilities as designers and facilitators of arts learning, determine their improvement needs, and select how to best deepen their understanding, knowledge, and skills.

#### **After One-Time PD Events**

If the PD is limited to a one-time event, invite participants to implement what they planned, meet together to discuss the results, or share them with the PD provider via email.

## ***Culminating Task***

1. If you have a sample PD program with you, review it and make any refinements based on what we learned today. If you do not have a plan, use what we learned to envision one.
2. Work by yourself to fulfill the task, unless you are here as a team.

### ***Task***

Create a graphic representation of your professional development program.

### ***Criteria***

Your graphic representation will include

- outcomes for student learning and teacher practice
- PD experiences that build educators' capacities to deliver learning in and through the arts, including specific ways to support the transfer of professional learning to their practice.

It will contain shapes, lines, colors, images, and/or symbols that communicate the distinctive features of, and interconnections among, the PD components and outcomes.

You may label key features.

3. You will have one minute to share your graphic representations at your table.

## ***Building Capacity to Advance Student Learning in and through the Arts***

### **Engage Participants in Needs Assessments and Planning**

Invite educators and administrators to identify student and teacher needs and outcomes, and share preferences in approaches to professional development.

### **Deepen Understanding, Knowledge, and Skills in PD Events**

Provide PD events, such as institutes and workshops, in which educators deepen their understanding, knowledge, and skills in art forms and arts teaching.

### **Support the Transfer of Learning to Practice**

#### *During PD Events*

Provide opportunities for participants to apply their learning to their work with students. Offer tools and resources to support the implementation of arts learning in the classroom.

#### *After, Between, and Beyond PD Events*

Provide onsite support to help educators plan, implement, and assess student learning experiences in and through the arts.

### **Monitor Program Progress**

Convene periodically with school/district leaders and educators to consider PD program implementation progress, evaluation results, and ways to adjust the program.

### **Culminate the Work**

Support educators and students as they engage in culminating events that enable them to show what they have accomplished.

### **Engage School Community Members in Reflection**

As the PD program unfolds, and following culminations, contact or convene students, educators, and administrators to reflect, verbally or in writing, on what they have learned and achieved, and need to learn and accomplish next.