

Professional Learning that Changes School Culture

National Board Certification

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Teacher Leadership

and School Culture

How would you define culture?

- "The social glue that holds people together"
- "The way we do things around here"
- "Activity behind the scenes or between the lines"
- "What's really going on"
- "The patterns of behavior that distinguish us from them"
- All of the above
- None of the above

School Culture

School Culture Typology

Toxic survival/competitive

Fragmented (silos, total autonomy)

Balkanized (fragmented, cliquish)

Contrived-Collegial (Prescribed, controlled, micro-managed)

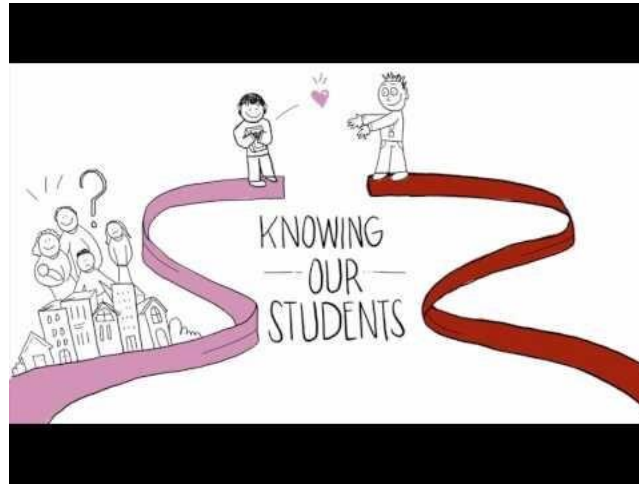
Comfortable-Collaborative (polite, get along, share resources- not instruction/learning)

Collaborative supportive/team

Making the Case for Change

Challenge	Changes
Teachers lack a guided pathway to accomplished teaching	<ul style="list-style-type: none"><li data-bbox="490 292 1000 342">• Induction supports<li data-bbox="490 358 1568 463">• New teachers connected with experienced mentor<li data-bbox="490 484 1595 594">• Feedback on effective teaching practices (5 Core Propositions)<li data-bbox="490 615 1611 725">• Advice on how to advance their professional careers

Elements of Accomplished Teaching



DNA of the Accomplished Teacher

The Architecture of Accomplished Teaching: *What is underneath the surface?*

Set new high and worthwhile goals that are appropriate for these students at this time

6th

Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

5th

Evaluate student learning in light of the goals and the instruction

4th

Implement instruction designed to attain those goals

3rd

Set high, worthwhile goals appropriate for these students, at this time, in this setting

2nd

1st

***Your Students - Who are they?
Where are they now? What do they need and in what order do they need it? Where should I begin?***

Career Advancement for Teachers

Professional Career Continuum for Teaching



Making the Case for Change

Challenge	Changes
Attrition especially in high-needs schools	<ul style="list-style-type: none"><li data-bbox="598 376 1709 431">• Promote healthy/collaborative environments<li data-bbox="598 442 1690 562">• Teacher support and respect from principal and colleagues

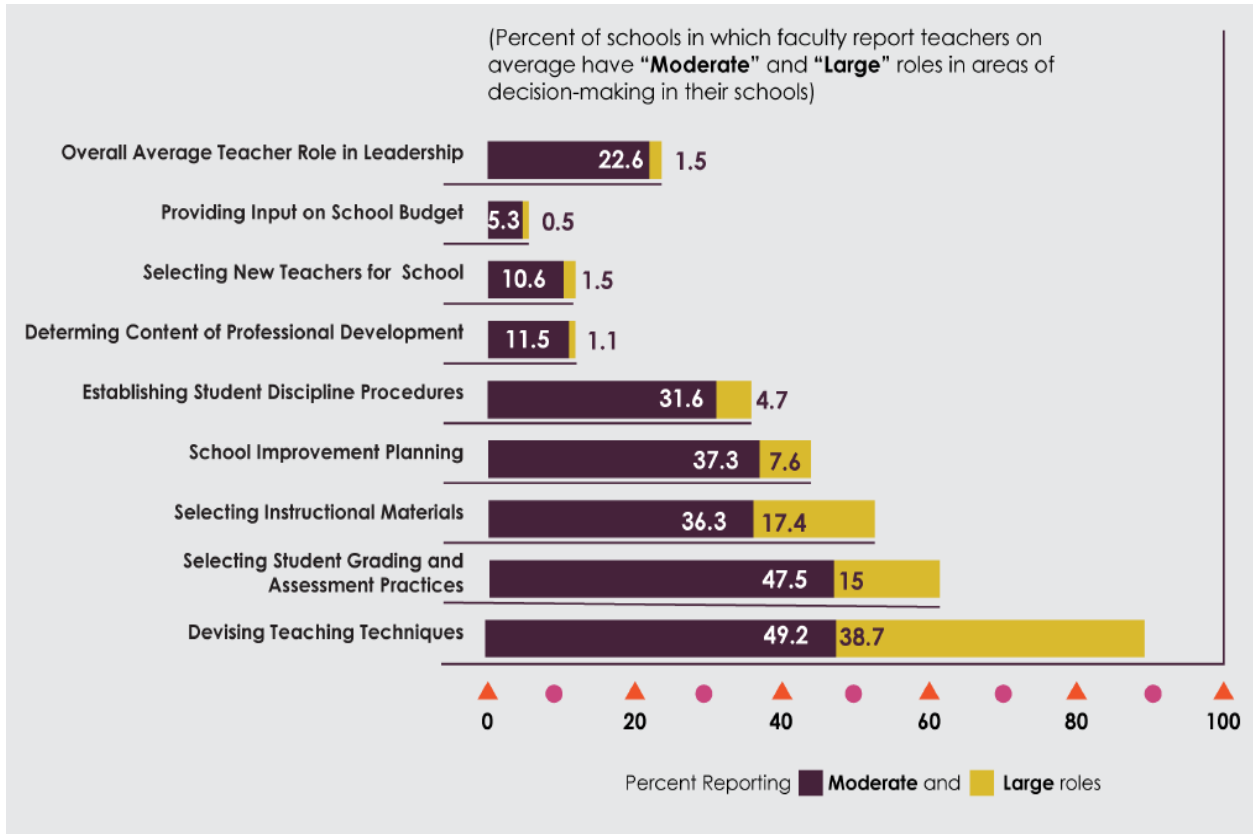
Making the Case for Change

Challenge	Change
Costly, poorly planned, and misaligned professional development	<ul style="list-style-type: none">• Replace one-stop shop PD with job-embedded professional learning• Provide professional learning over an extended period of time• Pair effective teachers with ineffective teachers• Ensure professional learning is aligned to standards of accomplished teaching

Making the Case for Change

Challenge	Changes
Accomplished teachers are not empowered.	Empower teachers to lead colleagues through coaching, supporting, and mentoring peer

Roles of Teacher in Leadership

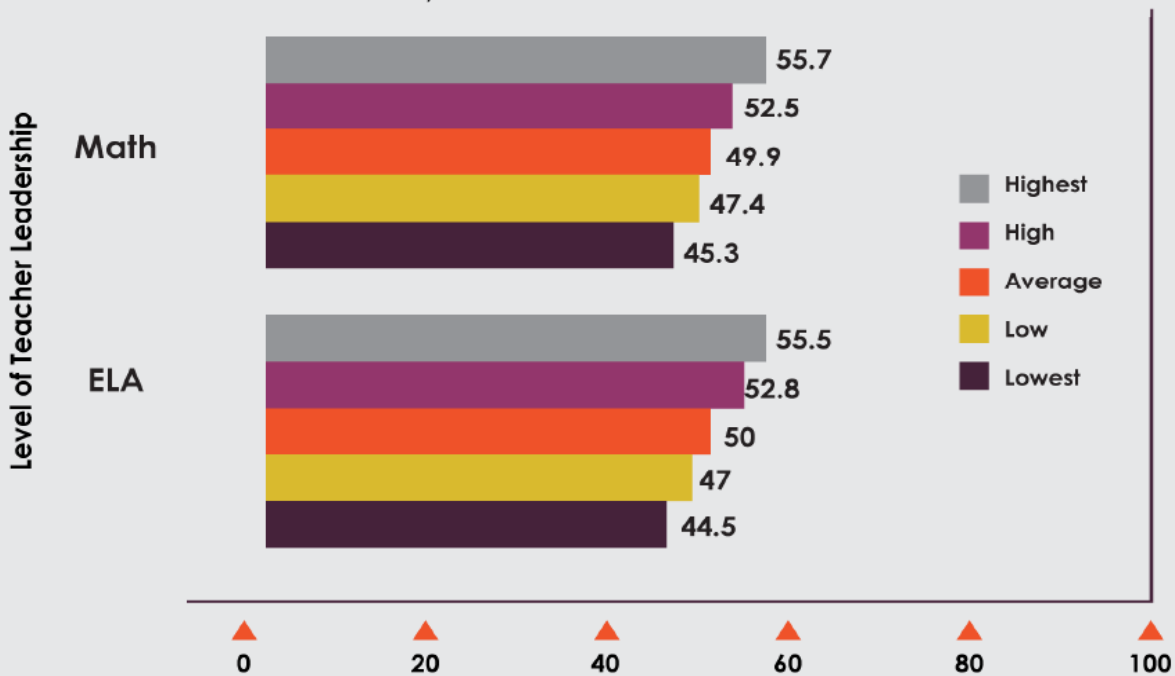


Changing Conversations (In Districts and Schools)

- **Discussions on professional practice and student learning**
- **Teacher talk reflective of standards and what good teaching looks like**
- **Teacher collaboration in planning instruction; reflecting on effectiveness**

Teacher Leader and Student Achievement

(Percentile ranking of school's student proficiency, by the overall level of teacher's role in leadership, after controlling for school characteristics)



Percentile Ranking of Schools' Student Proficiency

(Ingersoll, Sirinides, & Dougherty, 2017)

Imbalance in Teacher Decision-making Roles



(Ingersoll, Sirinides, & Dougherty, 2017)

Changing Conversations (In Districts and Schools)

- **Mentors work with teachers to help them reflect, apply best practices, and improve.**
- **Work is immediately relevant and applicable to their jobs.**

Conversation Shift Tools

- Encourage use of the National Board of Professional Teaching Standards <http://www.nbpts.org/standards-five-core-propositions/>
- Teacher Leader Model Standards <http://www.nnstoy.org/teacher-leader-model-standards/>
- Use Learning Forward's Professional Learning Standards to help shape culture <https://learningforward.org/docs/default-source/pdf/standardsreferenceguide.pdf>



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