Mi•Map

Learning Through Job-Embedded Professional Development

Why go this route?

- It exemplifies the importance of continuous learning and reinforces the collaborative culture of the building.

- It prompts teachers to examine student data and address goals of school improvement plan.

- It encourages teachers and staff to…

  — Address issues of interest and professional need.

  — Help each other – enhance content knowledge, improve practice, and try new instructional strategies.

You'll know you've arrived when…

- Self-selected, multi-content or grade-level teacher teams are engaged in self-determined learning initiatives throughout the school.

- Teachers and staff members participating in professional learning communities express increased collaboration and sense of collegial support.

- Professional learning community group members share results of their work with colleagues within and across districts.

- Changes in student achievement can be traced to what teachers are learning and doing in professional learning communities.

- Time for professional learning communities work is regularly scheduled to accommodate attention to job-embedded and authentic instructional issues.

Construction Zone

- Relationships matter. Schools contemplating professional learning communities would devote significant time to developing trusting relationships before undertaking this work.

- Principals have a key role with professional learning communities by creating a supportive culture, providing space and time for conversation and emphasizing the belief that they can succeed together.

It's about TIME

- Professional learning communities last the entire school year.

- Organizing time could take place at an August retreat.

- Weekly group meetings should be scheduled for 1 hour.

- Year-end celebrations are often planned to coincide with other annual events like year-end parent-teacher conferences.

- Schedule 2-4 hours to address the Protocol for Awarding Professional Development Credit for teacher groups.

Potential COSTS

- Groups may invite expert speakers whose fees vary from $500-$3000. Other learning community groups are usually invited.

- Copies will likely be needed.

The Process

A step-by-step guide to developing job-embedded professional development

NOTE: Steps marked with a ● are accompanied by one or more inserts, included in this packet.

1 Set the stage for job-embedded professional development.

Establish a framework for collaborative learning that emphasizes a belief that staff members can succeed together. Use INSERT for Step 1 to discuss pros and cons with them and determine their willingness to assume the additional responsibility for self-directed learning. The article sets the stage for why and how this type of development is needed.

2 Outline the formats (activities/strategies).

Review the formats for job-embedded professional development outlined in INSERT for Step 2. Current research includes these formats.

3 Allot time for teachers and staff to form professional learning communities.

4 Create structure and support for job-embedded professional development.

INSERT A for Step 4 outlines roles and responsibilities for various participants and may help build a realistic picture of the level of initiative and mutual accountability involved. STEP B for Step 4 outlines likely tasks for groups engaged in job-embedded professional development (JEPD). INSERTS C, D, E, and F for Step 4 provide examples of structures for JEPD.

5 Provide access to a variety of student performance data, including school improvement plan.

6 Develop a plan of action.

INSERT for Step 6 is an action plan template. Each learning community should develop its own plan. Encourage groups to take enough time to do this thoroughly. For instance, if they are not clear about data (what would indicate need or what would be evidence of success) taking time to establish that firmly will help guide and focus the work of further meetings.

7 Establish a school/district protocol for recording professional development time to meet state professional development time.

Use INSERT for Step 7 as a sample protocol for awarding PD credit.
Consider the MDE CEU/PD Option.
http://www.mchigan.gov/mde/0,4615,7-140-6530_5683_14795-219674--,00.html

8 Share results and celebrate outcomes.

Plan a formal exhibition to showcase products as a result of collaboration.

Getting more mileage through job-embedded professional development

How using job-embedded professional development benefits

*your school in regard to the following initiatives:*

Elementary and Secondary Education Act (ESEA)

- Content-focused professional learning that is reinforced through on-the-job embedded opportunities is required and highly recommended.

State Accreditation System

- According to Michigan School Improvement Law, professional learning programs for administrators and teachers shall emphasize the improvement of teaching and learning of academic core curriculum objectives, the use of data to improve teaching and learning for all students.

Michigan Continuous School Improvement Process (Mi-CSI)
Michigan School Improvement Framework
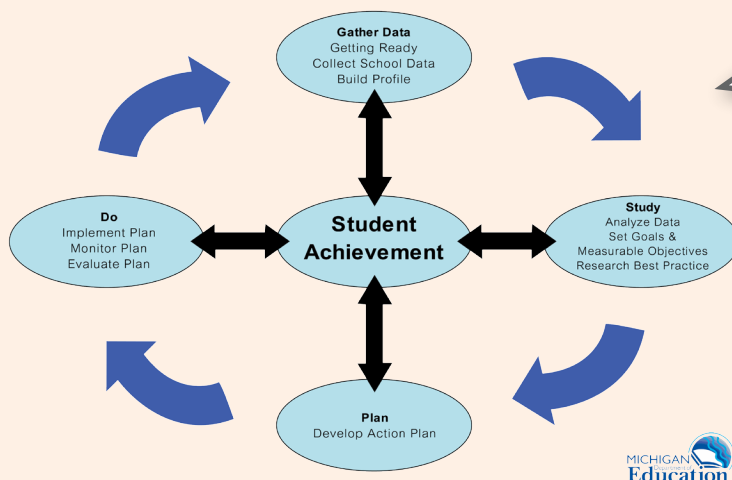
Job-embedded professional development provides staff members the means to examine the improvement of teaching and learning and the quality of their own professional learning. Use this packet as a systematic way of inviting staff members to explore research that can positively impact student achievement and school improvement efforts.

Resources

Books, Articles, Websites

The Power of Questions: A Guide to Teacher and Student Research
Beverly Falk and Blumerich: Portsmouth, NH. Heinemann, 2005.

The Action Research Guidebook: A Four-Step Process for Educators and School Teams
R. Sagor. Thousand Oaks, CA: Corwin Press, 2004.

"The Principal's Role in Supporting Learning Communities"
S. Hord & S. Hirsh. Education Leadership 66.5 (2009): 22-23.

"Moving Beyond Talk"
D. Smith, B.Wilson & D. Corbett Education Leadership 66.5 (2009): 20-253.

Action Learning and Action Resources (ALAR)
http://www.scu.edu.au/schools/gcm/ar/arp/arfaq.html lists frequently asked questions about action research.

Action Research International
http://www.scu.edu.au/schools/gcm/ar/ari/arihome.html is a refereed on-line journal of action research. It has a distinguished international editorial panel, and is sponsored by the Institute of Workplace Research Learning and Development (WoRLD) within the Graduate College of Management at Southern Cross University, and by Southern Cross University Press.

Action Research Resources
http://www.uq.net.au/action_research/arhome.html

This contains links to resources such as conference abstracts, books and e-mail lists of people that can be contacted that support action research.

CARPP
http://www.bath.ac.uk/carpp

The Centre for Action Research in Professional Practice, associated with Judi Marshall, Peter Reason and Jack Whitehead at the University of Bath, UK.

Educating as Inquiry: A Teacher/Action Research Site
http://www.lupinworks.com/jn

This is a teacher/action research web site with links to other AR sites, and other web pages containing articles relating to practice as inquiry.

Michigan LearnPort
http://www.learnport.org

Michigan LearnPort provides online learning solutions for educators: Access high-quality online courses and resources, meet professional development requirements, earn SB-CEUs and more.

People

Intermediate School Districts/RESAs can serve as a resource.

For more information, contact:

Michigan Department of Education

Office of Education
Improvement and Innovation
517-241-3147

School Improvement Unit
517-373-8480

Curriculum and Instruction Unit
517-241-4285

Office of Assessment
and Accountability
517-373-0048

Office of Early Childhood
and Family Services
517-241-3592

Office of Field Services
517-373-3921

Office of Professional Preparation
and Teacher Certification
517-241-4546

Office of Special Education
and Early Intervention Services
517-373-9433

MICHIGAN Department of Education

Office of School Improvement

www.michigan.gov/mde