

For professional development to be effective it must be authentically centered on students; it must be owned and shared by the teachers of those students; it must be based on students' needs, staff research and action, followed by reflection and improved practice. Professional learning is collaborative, embedded in our work, and focused on the learning outcomes of our students.

Guiding Questions

Authentic professional learning in Holt Public Schools will be framed by these guiding questions:

1. What are your storylines/themes/big ideas for the PD year?

These will be based on:

- i. What students are to learn
- ii. How they will learn it
- iii. What will we do if they don't

2. What evidence informs this big idea? (data, quality indicators, beliefs, etc.)

3. How will the time spent with teachers model an excellent classroom with the Standards of Authentic Instruction evident?

4. How is your professional staff involved in the planning and implementation of PD (psychs, teachers, coaches, etc.)?

- i. How are these personnel identified?

5. How are all staff (teaching and support) engaged in PD?

6. What is your evidence for determining that your PD affects student learning?

7. How are you tending to the necessary collaborative culture?

Professional Learning Outcomes

The development of any professional learning experience will include the following outcomes:

- **Theme** – What big idea(s) about student learning are we here to study and improve?
- **Student Evidence Drives Learning**: what students are to learn, how they will learn it, and what we do when they don't ; data – learning/decision – action – repeat
- Learning models good teaching by using the **Five Standards of Authentic Instruction**
- **Staff engagement/relationships**

Five Standards of Authentic Instruction

1. **Higher-order thinking** - Manipulate ideas to create meaning.
2. **Depth of knowledge** - Coverage of few topics in a connected way (drilling down rather than skimming over)
3. **Connectedness to the world beyond the classroom**
4. **Substantive conversations** – Rich discussions; collaborative development of ideas.
5. **Social support for student achievement** - Environment of mutual respect

Adapted from Newmann & Wehlage:

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ461121&ERICExtSearch_SearchType_0=no&accno=EJ461121