# PROPOSAL FOR ONE-YEAR PLAN FOR TEACHER LEARNING JENNIFER L. HECKMAN MICHIGAN STATE UNIVERSITY

"Isolation is the enemy of improvement."
(Easton, 2008)

## 2013-2014 School Year

- Ultimate goal is student success
- Reflection & Collaboration
  - Pool ideas to expand abilities
  - Create bank of knowledge
    - Deepen understanding of practices and student learning
    - > Improve practices

## Improvement Tools

- > Journaling: Reflection upon personal experience
- Critical Friends Group (CFG): Collaboration
- Walk-Throughs: Peer observations
- Graffiti Board: Bulletin board of solutions

## Background & Rationale

- Carl Glickman
  - Direct Assistance
  - Group Development
  - Professional Development

➤ TRUST → TEAM → COLLABORATION → IMPROVEMENT → STUDENT SUCCESS

# **Proposal for Teacher Learning**

- Overall Goal
  - > Student Success via Teacher Improvement
- Secondary Goals
  - Assess, construct, and destruct learning through journals
  - > Study teaching practices as a group to build a shared knowledge base when discussing student work
  - Observe, reflect, and discuss teaching practices and student learning in individual classrooms

# Journaling Benefits & Uses

- Concisely and deliberately focuses ideas
- > Time to reflect and analyze experiences
- Allows formulation and testing of hypotheses
- Constitutes a permanent record of learning
- Documents professional development
- Opportunity to assess, construct & deconstruct
- Inexpensive and easy to integrate
- Written in a notebook or electronic journal

#### Journal Plan

- Training
  - > Examples of strong and weak entries
  - > Faculty practice entry with exchange and critique
  - Establish guidelines
  - Discuss journal structure
- 2 opportunities for 1-on-1 coaching
- > 2 evaluations

## **Journal Entries**

- Ideal Journal Entry
  - Description of classroom event(s)
  - Teacher response to event(s)
  - > Analysis
  - Link to moral and/or ethical principles
  - Generalization or wisdom gained
- Weak Journal Entry
  - > Shallow
  - > Simple and brief re-telling of classroom event

(Easton, 2008)

## **Critical Friends Group**

- Colleagues learning together over time
- Broadens teachers' perspectives
- Adds to teaching strategies
- Nourishes reflective practice
- Use of protocols to discuss and examine work
- Holds members responsible for carrying through with their intentions
- Brings opportunities to get needed support

#### **CFG Plan**

- > Train 5-6 staff members as coaches
- Introduce CFGs
- Groups of 6-8 faculty from different disciplines
- Distribute *Protocols for Professional Learning* (Easton, 2009) to each CFG
- CFGs meet once a month
- Coach and presenter will meet ahead of time
- Coaches summarize meetings and report back to administrators
- > 2 evaluations

## Classroom Walk-Throughs

- Create a culture of reflection
- To change or improve teaching practices
- Not for administrators' evaluations
- Encourages reflective dialogue
- Focus on teacher's actions
- Reflective conversations lead to collaborative relationships
- Learn with and from one another
- Collect valuable information of teaching practices

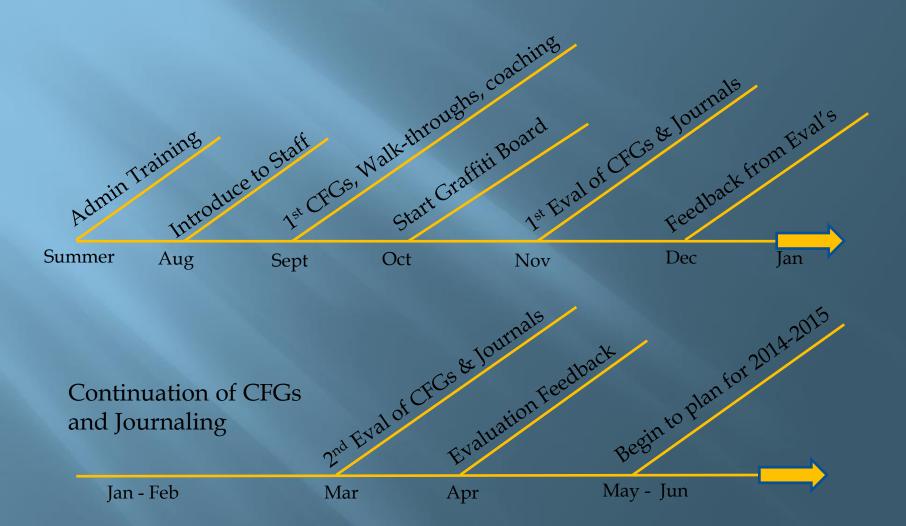
(Easton, 2008)

#### **Graffiti Board**

- > Self-directed
- Life applicable
- Bulletin board in teacher's lounge
- Share connections and experiences
- Communication of new ideas on teachers' own time
- Every month a problem or dilemma in classrooms will be presented
- Summary of graffiti board contributions will be distributed at the end of each month

(Gregory & Kuzmich, 2008)

### **Timeline**



## **Evidence of Accomplishment**

- Evaluations
- Journal coaching sessions
- Sharing of reflective journaling on Graffiti Board
- Enthusiasm of CFGs
- All faculty contributes to Graffiti Board
- Summary of CFGs meetings show constructive conversation and reflective questions to improve or change practices

## **Anticipated Impact**

- Increased trust among faculty members
- Strong and successful collaboration
- Records of learning
- Continued communication of student learning among all faculty without judgment
- > Teachers implementing new practices
- Support among all staff
- Collaboration + new practices = improvement of student learning

## **Next Steps**

- Adjust implementation of these methods per faculty feedback
- Eventually, show concrete improvement in student performance over time
  - > State test scores
  - Grade Point Average
  - > Failure rate

## Summary

- Ultimate goal is student success
- Use of several effective tools to encourage and initiate collaboration and reflection
  - Journaling
  - Critical Friends Groups (CFGs)
  - Walk-throughs
  - > Graffiti board

#### References

- Easton, L. B. (2009). *Protocols for Professional Learning*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Easton, L. B. (2008). *Powerful Designs for Professional Learning* (2<sup>nd</sup> ed). Oxford, OH: National Staff Development Council.
- Gregory, G. &Kuzmich, E. (2008). *Teacher Teams That Get Results*. Corwin Press.