

**PROPOSAL FOR ONE-YEAR PLAN FOR TEACHER LEARNING**

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**“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 deconstruct 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

(Easton, 2008)

# 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

(Easton, 2008)

# 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



Continuation of CFGs and Journaling



# 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.