Don't use this copy ~Showing Up~

A self study of active engagement & personalized professional development at CCNTH
"Understanding derives from activity" ~John Dewey

Rationale:

As 21st century instructors we differentiate for our students every day in order to be the most effective teachers we can, so why does most organized teacher learning get designed with a one-size fits all approach? Here at CCNTH we try to set a higher standard for quality PD where each teacher gets to truly drive their own professional learning. Much research supports the benefits that quality professional development plays in impacting teacher quality. Experiences in professional development can affect a teacher's growth, the application of varied instructional techniques, and increase student learning. When professional development is well-planned, it can provide purpose, collaboration, commitment, and community among educators because there is a positive relationship between student achievement and how recently an experienced teacher participated in a professional development learning experience. But what are the costs associated with low-quality professional development? Just as boredom and lack of meaningful challenge with an ineffective teacher has been shown to negatively impact students with regression in achievement scores over multiple years, educational leaders must consider the impact of unresponsive professional development on teachers and students. Boredom, underachievement, inciting frustration, low morale, or even unprofessionalism in response to not receiving training that is respectful to their learning needs are not consequences that any school leader or educational reformer would want to perpetuate. Students who do not receive adequate challenge may become at-risk for developing underachievement over the course of several years of being in a learning environment that is not an optimal match. For a teacher who has participated in repeated professional development experiences that are not matched to their learning and performance needs, the impacts on career performance and student achievement could be negative. Every educator would want to avoid the mismatch of professional development that could incite frustration with learning and transfer to the classroom. To do so, teachers need learning opportunities for targeted content-based professional development that is differentiated to their readiness level and personal interests and passions.

Project Overview:
What is Personalized Professional Learning? [Read more here!](#)

Teachers will identify an area(s) for growth and learning that they would like to work on as a whole staff, in departments, and individually this year.

Driving Question:

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How does my role as an individual impact
the academic and cultural success of our school?

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Essential Questions:
- How can we create a school that is a learning community for both students and adults?
- What are the mindsets that are key for learning and success at CCNTH?
- What are some teacher and schooling mindsets we should retire?
- How do we best prepare our students with the knowledge, skills and attributes needed for college, careers and civic life in a world of rapidly advancing technology, structural shifts in our economy, and a shrinking globe?
- How do we create, define and maintain CCNTH culture?
- How can I, as a member of the CCNTH staff, demonstrate ownership over staff and student success as a site and in my classroom?
- How have I facilitated positive staff and student culture at CCNTH?
- How do I know that my practice has improved?

Knows/Need to Knows/Next Steps

Teams:
Whole staff, departments, committees/learning teams/PLCs, individual

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Calendar (7 PPL Days) & Learning Experiences
1. Staff Norms and Expectations (The Pledge, Co-teaching contracts)
2. Our Collective Why, Vision, & Mission
   a. **Why**: *We believe students and staff will be empowered to realize their full potential in a safe, engaging, and relevant learning environment.*
   b. **Vision**: *Igniting creativity. Empowering through authenticity. Learning for the 21st century.*
   c. **Mission**: *The mission of Central Coast New Tech High School is to provide an engaging, challenging and inspiring environment through which our students become empowered to attain their full potential as a successfully contributing member of our 21st century society. Through the focused effort of the students, staff, parents and community, students will use 21st century skills and project based learning to assess, innovate, and contribute to the advancement of our ever changing world.*

3. Monday Morning Staff PD
    a. Family Time
    b. Team Builders
    c. Various PD topics
4. Personal Professional Learning Days
    a. Certification Cohort
    b. Google Certification Cohort
    c. CCNTH Unconferences
    d. Something else?
5. Department Meetings
6. Wednesday Morning Critical Friends (Critique Protocol)
7. Advisor Meet Ups (every other wednesday afternoon)
8. Looking at Student Work Protocol Activities
9. Looking at Teacher Work Protocol Activities

Assignments:

1. Benchmark 1: Complete an EP&R (Educational Plan & Review)
2. Benchmark 2: Attend or Host an Unconference or other learning meeting on one of our Personal Learning Days
3. Mid-Project Reflection
4. Benchmark 3: Attend or Host a Critical Friends Protocol meeting
5. Benchmark 4: Optional Deep Dive into PD--Attend an NTN Virtual PD session &/or Complete an NTN Adult Learning Module &/or attend or lead another organized learning experience.
    a. The NTN professional development program, PL@NTN, offers NTN educators a personalized system of learning opportunities through virtual workshops, site institutes and convenings.
    b. See Menu of events
    c. #pblchat on twitter
    d. LMUSD support PD opportunity
6. Final Product/Presentation: Create a presentation of your choice that summarizes the work you have done this year and next steps as you continue as a life-long learner. Use the driving and essential questions to guide the content of your presentation.
    a. **Add to the 2017-2018 Final Presentation Slide Deck**
    b. Artifacts of your final product may take multiple forms, such as a website, video production, case study, published book, etc. Please include artifacts (photos, video, student work, handouts, agendas, journal entries) that illustrate your work accomplishments.
    c. Ideas for Final Product/Presentation:

- Presenting a completed [Curriculum Map: Project Planning Toolkit](#) that highlights areas of new learning
- Creating and presenting a slide deck that walks the audience through new learning
- Think of some other creative way to share what you learning this year!

<u>Assessment/Reflection:</u>

The major individual assessment of your work will be the final presentation and self reflection. Please use the following rubrics.

- Agency Rubric - self reflection based on New Tech Teacher Competencies
- Final Presentation Rubric
- Wolf Award - standouts - shoutouts

<u>Resources:</u>

- [2016-2017 Showing Up Final Presentation Slide Deck](#)
- [How Districts Get Personal](#)
- [From Prefab to Personal PD](#)
- [3 Teacher Tips for the PBL Paradigm Shift](#) (CCNTH is featured in this article)
- [Protocols, protocols, protocols](#)

<u>Standards:</u>

- [California Standards for the Teaching Profession (CSTPs):](#)
- [Danielson Framework & CSTPs](#)
- [ISTE teacher standards](#)
- [NTN Teacher Competencies](#)

Personalized Professional Learning

Technology and digital learning can increase professional learning opportunities by expanding access to high quality, ongoing, job-embedded opportunities for professional growth for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age. Digital Professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time. These ever-increasing resources offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. Digital leaders establish this type of collaborative culture. They model and are transparent with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches to the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to students.

● Shared Ownership and Responsibility for Professional Growth: Teachers, administrators, and other education professionals actively support their own professional practices by using technology, eLearning, and social media to optimize learning and teaching. They are actively taking responsibility for their own professional growth through professional learning networks (PLNs), online communities of practice, eLearning, and social media (e.g., Twitter feeds, EdCamps, blogging and following bloggers, on-demand videos, etc.).Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires that they individually and collaboratively create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media. The district has established flexible policies and practices that encourage and credit the personalization of professional learning for teachers, administrators and other education professionals.

● 21st Century Skill Set: Educators have the opportunity to expand their knowledge and skills to address a 21st Century focus (e.g., critical thinking, collaboration, creativity, communication, technology competencies, self-direction, information literacy, etc.). Professional learning includes immersion in the learning sciences research to provide support and insights into more student-centered instructional practices and for the purposeful promotion of deeper learning/21st Century skills in all students. Educators master a variety of new, research-based instructional strategies to better engage students and prepare them for college and beyond. In doing so they broaden their own 21st Century skill set.

● Diverse Opportunities for Professional Learning Through Technology: Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable and often supported by the latest technologies. Professional learning is available anytime in a variety of modes. Alternative models are supported through coherent policies and practices in the district.

● Broad-Based Participative Evaluation: In order to promote goal-oriented, self-regulated professional behaviors, evaluation is participative (i.e., the educator who is the subject of evaluation is actively involved in goal-setting, collecting indicators of progress, and self-evaluative behaviors).Professional evaluation uses a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and 21st Century skill attainment.

Bronwyn, B. (2012). Differentiating Teacher Professional Development with Design. *Understanding Our*

      Gifted, 24(2), 9-14. Retrieved August 12, 2016, from ERIC.

The Future Ready Framework. (2015). Retrieved December 12, 2016, from

      https://dashboard.futurereadyschools.org/framework/professional-learning