

# **SHIFTING THE CULTURE OF PROFESSIONAL LEARNING**

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# objectives

**identify the rationale** for changing how we deliver professional learning

**define process** for shifting the culture

**highlight core aspects** of our professional learning model

**share results** from shifting our professional learning culture



**What does professional learning look like in your school?**



**professional  
learning is...**

faculty meetings

policy sharing sessions

lacking relevance

periodic

focused on whole group



**What “makes” quality professional learning?**



**quality pl is...**

authentic

differentiated (personalized)

timely

applicable

empowering



# **Planning a Shift in Your Professional Learning Culture**



# Process





# Process

**reflect** on current practices

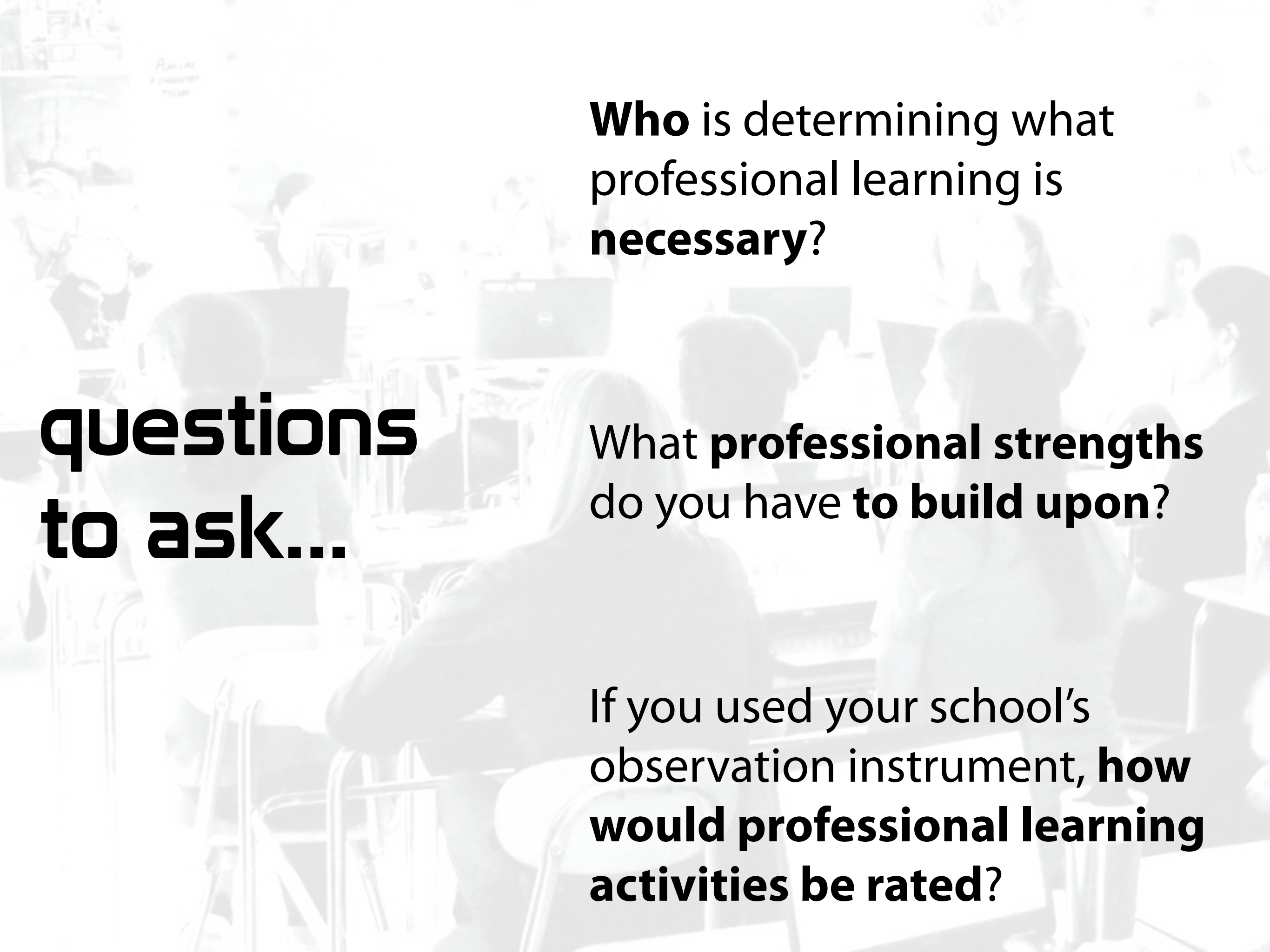
**develop** a vision for professional learning

**identify** strengths to build upon

**create** a timeline for implementation



# Reflect



**Who** is determining what professional learning is **necessary?**

**questions  
to ask...**

What **professional strengths** do you have **to build upon?**

If you used your school's observation instrument, **how** would **professional learning activities** be rated?



# Developing a Vision



focus on **learning**

# Developing a Vision

identify source for **assessing**

highlight foundations for  
**empowering** learning



# Identifying Strengths



# Identifying Strengths

Where is the **visible capacity** in your staff?

Where is the **hidden capacity** in your staff?

Where is there **opportunity to diversify leadership** of learning?

A blurred, high-angle view of a classroom or computer lab. Students are seated at desks, many with laptops open. The scene is brightly lit, and the focus is soft, creating a sense of a busy, active learning environment. The text 'Creating a Timeline' is overlaid in the center in a large, bold, black font.

# Creating a Timeline





# Creating a Timeline

start with your **strongest**  
attributes

remember that **cultural**  
**change takes time**

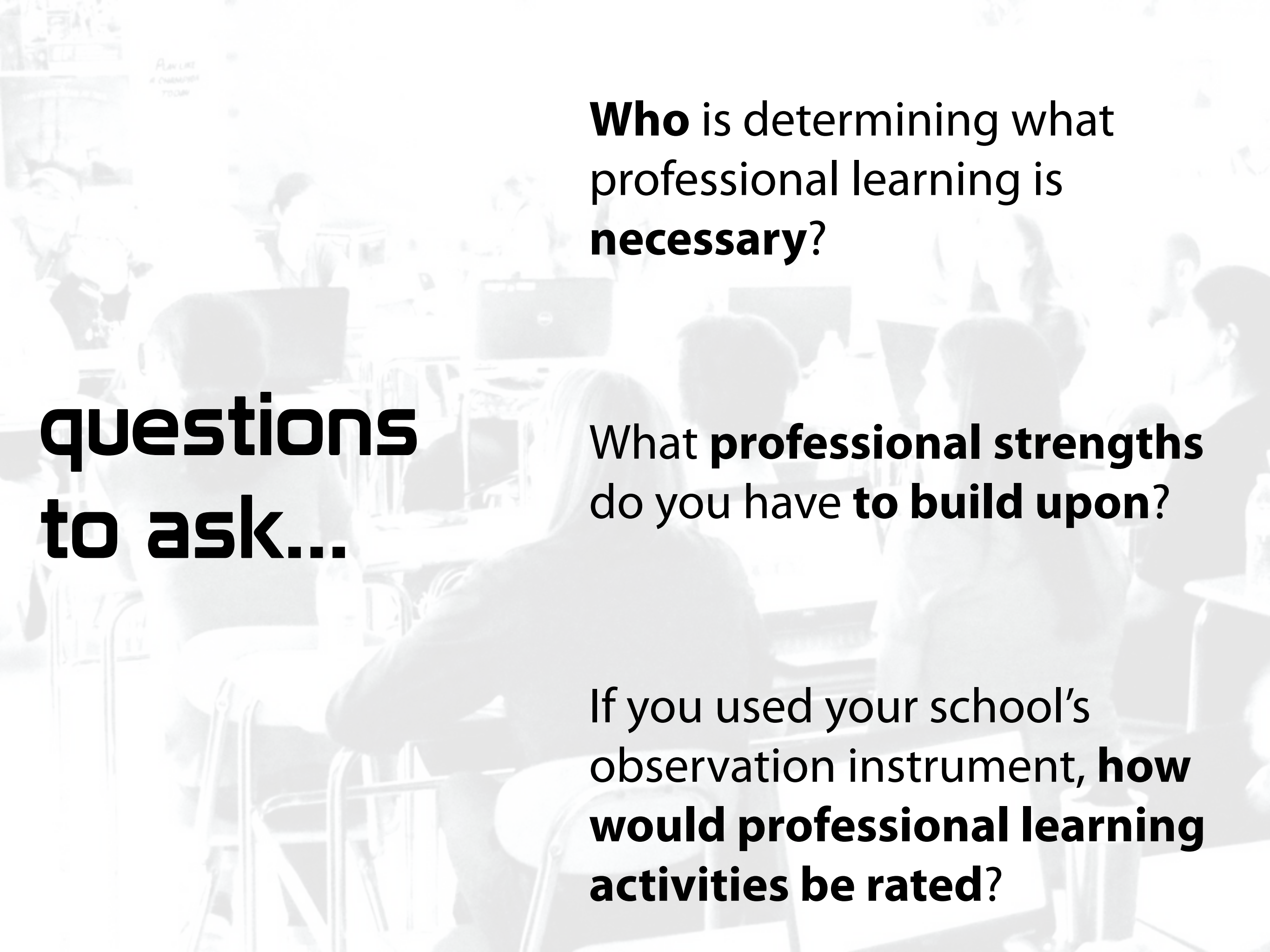
build in opportunities for  
**reflection and adjustment**



# Liberty Case Study



**Reflect**



**Who** is determining what professional learning is **necessary?**

**questions  
to ask...**

What **professional strengths** do you have **to build upon?**

If you used your school's observation instrument, **how** would **professional learning activities** be rated?



# core tenets

**model** effective leading and learning

**empower** teachers to build meaningful professional learning

**create** authentic, personalized professional learning opportunities



# core tenets

**model** effective leading and learning

**empower** teachers to build meaningful professional learning

**create** authentic, personalized professional learning opportunities



# core tenets

model **effective** leading and learning

empower teachers to build **meaningful** professional learning

create **authentic, personalized** professional learning opportunities



# Developing a Vision



# Developing a Vision

Promote student growth by providing staff with opportunities to grow professionally, collaborate globally, and be owners of their professional learning

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# Identifying Strengths



# Identifying Strengths

staff was strongest at **collaboration**

staff had a hidden strength for **personalizing learning**

needed opportunities to engage our **youngest** staff members as leaders



# Creating a Timeline

# Creating a Timeline

## YEAR ONE

Focus on building a collaborative community of learners

*Turned faculty meetings into collaborative time for learning teams*



## YEAR TWO

Focus on supporting autonomy for professional learning

*Eliminated faculty meetings and built a network of professional learning communities*

*Offered our first FedEx Day*



## YEAR THREE

Focus on sustaining a culture of trust

*Introduced monthly reflections & eliminated mandatory professional learning activities*

*Offered our first EdCamp*





# The Liberty Model

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Professional learning opportunities are posted on our biweekly blog and published at the start of the school year



Staff members complete professional learning activities of their choice (*these may or may not be offered by the school*)



Staff members complete a monthly professional learning reflection paragraph (*completed electronically*)



Administrators review reflection submissions (*these are also used to support Domain IV in the evaluation process*)



# The Liberty Model

## ADMINISTRATOR RESPONSIBILITIES

- Communicate professional learning opportunities
- Review reflection submissions
- Seek opportunities for teacher leadership
- Diversify professional learning offerings
- Engage in conversations about professional learning ***with a focus on student learning***
- Reflect on learning

## TEACHER RESPONSIBILITIES

- Communicate professional learning opportunities
- Submit reflection submissions
- Seek opportunities for leadership
- Diversify professional learning offerings
- Engage in conversations about professional learning ***with a focus on student learning***
- Reflect on learning



# Results



# Results

change in the **culture of learning**

increased **trust**

increased **teacher leadership**

**empowerment** of learners



# Lessons Learned

changing how your  
**teachers learn** will change  
how your **students learn**

the **process of change** is  
vital to success

be transparent about the  
**why of change**

be willing to **cede control**  
to the learner

# Digital Handout

[bit.ly/lhsmmsde](https://bit.ly/lhsmmsde)

