

# Individualized Professional Development for K-8 Educators

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# Goal

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Build content knowledge and pedagogical skills in K-8 educators through individualized professional development using self-selected eCourses in socio-structured learning cohorts.

# Why?

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Improving professional development was identified and included in a mid-sized school district's improvement plan.

# Why?

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*23 campuses with 1120 full-time teachers serving nearly 20,000 students.*

- "...providing extraordinary educational services and opportunities for students."
- "...graduates are ready for success."
- "The district offers **dynamic, rigorous instruction** with a commitment to **serve** the **unique needs** of **every child**."

# Why?

## Best Opportunity to Improve Employee Engagement

	Driver Rating	Correlation to Engagement
I believe work is distributed fairly at my school or department.	3.07	0.53
Meeting the needs of students is one of the district's top priorities.	3.11	0.47
The District Office expects all employees to share ideas to improve overall performance.	2.97	0.53
The professional development sessions I have attended have helped me to better meet the learning needs of my students.	2.90	0.49
I believe I can influence decisions at my school or department.	3.05	0.55

# Why?

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“While employees reported satisfaction with working for (the district), there were **lower scores** related to feeling there are **long-term career opportunities for professional growth** within the district.”

“The best opportunities to **improve employee engagement** relate to...**reviewing professional development offering** to help employees **meet the learning needs** of their students, and **ensuring that meeting the needs of students** is one of the district’s top priorities.”

# Frustration...

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“Because I missed our summer retreat, when most of my colleagues earned 12 hours of ‘PD’, I’m now way behind on my required hours. Bringing students from Kentucky to Vermont to present at a Food Studies conference hasn’t counted so far. Blogging and writing for publication? Nope. Engaging on Twitter, reading the latest in education and policy? Nope.

District PD is mostly useless, like you say, and it’s all about compliance. There should be more pathways for motivated, engaged teachers to earn PD credit...solutions?”

# Frustration...

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“When I think about PD nowadays I get **discouraged**. The kind of PD I've been exposed to recently has mostly **left little mark on my practice**. That's why I've **stopped depending on my school** to sanction the kind of PD that for me leads to professional learning: **reading professional books, engaging in conversations through blogs, taking online courses, participating in twitter chats whenever possible, etc.** Although **most of this is rarely recognized by schools, unless directed by them**, it's what keeps me going as an educator.”

# Frustration...

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“Some teachers are **already doing their own PD** but admin need to provide some time to train teachers how to get online PD and then provide time so that teachers can **build their personal learning network**. This is essentially **free for the school in the long run**. More importantly it allows for differentiation - it can be **grade level specific and subject specific**. Too many **admin and teachers alike are stuck back in the 20th century** when we should be **embracing** the opportunities of **the 21st century**.”

# Solution

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Using a **Discovery Learning** model in a **socio-structured environment**, teachers will target self-identified **needs of refinement**, opportunities of **growth** based on areas of **interest**, and **development applicable** to their classroom.

# Model

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Formative assessments will place teachers in one of  $x$  number of modules.

Teachers are automatically placed in cohorts based on these preliminary assessments

(module #s based on need and population)

# Model

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Self-Assessment Performance Reflection and Interest Survey

Self-identified needs of **content refinement**

**Pedagogical development** applicable to their classroom

**Opportunities of growth** based on areas of interest

# Model

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Formative assessment will be used to determine **zone of proximal development** within their cohort.

- **Beginner**
- **Intermediate**
- **Advanced**

# Model

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Teachers are automatically placed in **cohorts** based on preliminary assessments

# Model

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The PD will be **overseen** by campus and district **coaches** as well as district **content coordinators**

Possible sites –

Moodle

edWeb

Canvas

D2L

To Be Determined...

# Implications (Bruner)

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Active learning

Access prior knowledge

Personalize curriculum

Social engagement

Build PD through feedback

# Implications (in school)

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- Increased **student achievement**
  - Less **one-size-fits-all** PD
  - **More time** available for teachers
- “PD” days can be **reallocated to work**
- **Collaborate** and learn from other teachers
- **Build** personal learning and professional **networks**

# Adoption

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6-8      3-5      K-2

- Teachers **introduced** to new system during **January** PD
  - **Placement testing** conducted during **spring** professional development day
- Teachers begin **working** on PD during **summer** for exchange days or as determined by board

# In conclusion...

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- Desire
- Self-evaluation
- Discovery Learning
- Social Exploration