Teachers Teaching Teachers

Breaking Silos Through Your School's PD Programming

Alex Bragg, Woodward Academy



Celebrating the unconventional while reimagining the school experience for learners

HI, YALL!

Teacher School Creator Curriculum Designer Innovation Advocate Instructional Coach

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The WORK





MAKE THE CASE

PERSONALIZING YOUR PD

BREAKING SILOS

DEBRIEF

Making the Case

"I can't wait to sit in an all-day PD session about something I'm not interested in."

-SAID NO ONE EVER

the sak of mucha



Daniel R. Venables

Facilitating Teacher Teams and Authentic PLCs: The Human Side of Leading **People, Protocols, and Practices**

Parachuting in an expert. This is the central tenet of the old paradigm of teacher PD. Principals hire a consultant or an expert in some instructional area (e.g., differentiation, use of new technology, higher-order thinking, etc.) and this expert offers what is most commonly an off-the-shelf, prepackaged workshop that is tailored to the needs of the faculty only in the very broadest terms, if at all. The workshop is very cookie-cutter not only in offering the same thing to all the teachers regardless of need, but in many cases offering the same thing to every school the expert visits.

The Future is NOW



Does it provide opportunities to encourage & build community?



Does it prioritize autonomy and personalized learning?



Does it embody what you value as necessary for realworld learning?

Does your PD resemble the real world?



Does it evolve to meet the needs of teacher goals and student needs?



Personalizing your PD Programming

start small and use the feedback

survey teacher interests

offer opportunities to lead

create flexible opportunities

Survey Teacher Interests



- Offer topics aligned to your mission, vision, or strategic plan
- Leave space for other topics to be suggested
- Open call for teacher leaders!



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mini-conferences

department spotlights

offer opportunities to lead





	Questions Responses 19 Setti	ngs	
2018-2019	US Conference 2.0 Pro	posal Form	Ð
The Upper School Inno	vation Team is thrilled to host the 2nd Annual Upper on any subject/strand, even if it isn't listed below.	r School Conference on January 18th.	T
This form is automatic	ally collecting emails for Woodward Academy users	. Change settings	
Room #			
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Presentation Title *			
Short answer text			
Strand (if it isn't liste	d, don't worry! You can click "othe r ") *		
	writing, vocabulary, and more!)		



- Create a proposal form
- Identify strands to establish focus
- Ask for a description and outcomes



The time slots and corresponding sessions are below

Please click the time to view the sessions available along with the descriptions. You will be able to register your choices by completin Google Form. It is located at the bottom of each session for your convenience.

Breakfast - 7:45 - 8:00 - Atrium / JW Hall

Session 1 - 8:00 - 8:30

Session 2 - 8:40 - 9:10

Session 3 - 9:20-9:50

If you have any questions, please contact Alex Bragg.

	TITLE	LAST MODIFIED	
ţ٩	1st Annual Conference Session Handouts_February 2018	1/18/19 Alex Bragg	
21	2nd Annual Conference Session Handouts January 2019	1/18/40 Alley Desite	

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• Create a conference site

 Offer sign-ups and session limits

• Offer resources



mini-conferences

Department Spotlights

- "Department Demos"
- "Spotlight Station" or "Community Corner" in workroom



Spotlights & Walks

Learning Walks

• Voluntary

• Department led or interdisciplinary

• "Walking Wonders"

create flexible opportunities

Late Start Days

Lunch and Learns

Community Events



the Bestow Cohort: a case study

Breaking Silos

create a small cohort or PLC and establish purpose

design monthly/yearly plan with learning walks & instructional rounds

establish debrief and reflection components



- Year 1: Show
- Year 2: Grow
- Year 3: Bestow

create your cohort



Topic Specific PLCs

- Survey for interest
- Take volunteers or require
- Organize by interest





Goal Setting

2 Smart Goals to inform the fall learning walks

Learning Walks

2 within your department and two outside of your department / goal driven / Spotlight and reflection in Folio

Debrief Luncheon

Share feedback on the process, debrief takeaways and share in community

Instructional Rounds

Two rounds, groups of 3-4, goal and time driven

Debrief and Reflection

Debriefs with the teacher observed and final reflections in Folio

design a plan

Real world relevance STEAM INTEGRATION ()

Published

()

How might I integrate real world relevance into each lesson in order to draw connections in the minds of students between classroom content and applications in the world??

Action Items

Each week I will choose a relevant news story from a reputable scientific source and share it with the students. Students will discuss with a partner to make the connection to class content.

2021-10-01

I will poll students at the end of November to determine if the connections made O translate into real world relevance for them.

2021-11-30

Created Sep 8 Updated Thursday

VIEW GOAL

THINGS YOU

NOTICE	THINGS THAT SURPRISE/ INTEREST YOU	
	1 10	

THINGS I CAN "STEAL!"



T-who knows?

Instructional Observations (circle what you see)				
Lecture	Discussion	OTHER:		
Student Collaboration / Group Work	Independent Work			
Teacher / Student Conferencing	Student Reflection			

Questions/Curiosities/Clarifications/Ideas based on your observations

Things you might "steal"



Questions Responses 25 Settings		
COHORT Instructional Rounds Survey	X I	
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Periods *		

design a plan





design a plan



establish debrief/reflection component





establish debrief/reflection component

I think the model you are creating is the most meaningful growth opportunity we have ever had in all of my years here. I think I may have learned even more from those inside my discipline, but I can't stress enough how important I think it is for us to cross interdisciplinary lines to cross-pollinate and understand all disciplines. We cannot best serve the students if we don't understand their world, which includes all disciplines.

To be honest, I did have some I like that the doubts... I could be grading, I *experience was short* need to respond to the 10 parent and didn't take a lot of emails, I could be planning, I thought or time. I think need to write a test, etc. it would be helpful to *However in a way, the bestow cohort "forced" me out of my have debriefs (short)* after each visit. It's classroom. In the end, I think it was great. It was nice to see how helpful to be able to talk people outside of my department to the teacher about challenge and engage with the what we saw. same students I have/had.

establish debrief / reflection component

I LIKE

- Seeing other teachers and how they interact with students and how they teach
- Connecting with colleagues
- The opportunity to see other teachers
- Seeing others' classes...especially outside of my department
- How we stepped outside of our classrooms into other departments
- Seeing how others • approach their subjects
- Seeing classes outside and inside my department
- Being able to observe people in my department without feeling like was intruding
- That I was forced to •

WISH

- The time span was longer to make the observation more meaningful
- Meet before and after with the teacher to talk about specifics
- We could do 4 instead of • 6 because it was difficult to find time
- We didn't need to share how others should grow. I'm not the expert in the room
- We had a better "sample" size...10 minutes was a minimum but still felt short
- It were "normal" for administrators to be in our classrooms (not rare and scary!)
- We could collaborate more frequently
- This could be year long
- That there was a different

I WONDER

- I wonder if • administrators will being doing non-evaluative learning walks (good idea)
- I wonder how much this improves our teaching and how it improves it. Maybe it's not just pedagogical but more emotional on how to solely better interact with students when you see better examples.
- If we could include • athletics and coaches in this program
- If we could work across departments to teach similar/overlapping topics more effectively
- If we could have visiting lectures for our classes
- If teachers will ever get honest, anonymous

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Personalizing your PD



Survey

Breaking Silos



Survey





Offer leadership



Flexible **Opportunities**



Goal Setting



Learning Walks & IR

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Let's Connect!

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