Leading Professional Learning: Building Capacity Through Teacher Leaders

Leading Professional Learning: Building Capacity Through Teacher Leaders provides practical tools, examples, and processes for developing, implementing, and evaluating systems of job-embedded professional learning led by teacher leaders. Developed by ASCD Faculty member and author Judy Carr, the course provides a necessary alternative to older "train the trainer" models of professional development. Instead, it emphasizes sustainable approaches to long-term capacity building. This deep professional learning leads to routine use of essential practices in classrooms and schools.

In this PD Online course, Carr defines job-embedded professional learning and identifies approaches to needs assessment that highlight professional learning needs within a school. She provides guidance and criteria for the identification and selection of teacher leaders, including examples of learning with colleagues in a job-embedded system. The examples cover action research and other study groups, collaborative planning of lessons and assessments, and differentiated professional learning in which teachers engage with and provide feedback to one another.

Participants in this course have the opportunity to analyze the critical role professional learning communities (PLCs) play in the implementation of job-embedded professional learning. Course participants explore various protocols that can strengthen the interactions among educators and the results they achieve working together to deepen their own learning and that of their students. At the end of the course, participants reflect on the essential elements for achieving effective job-embedded professional learning and for monitoring and evaluating systems of professional learning.

Once it is incorporated in a school's culture, this systems approach to professional learning led by teacher leaders promotes classroom best practices in curriculum, instruction, assessment, use of data, student learning, and respectful relationships. The course takes ASCD's years of experience using capacity-building models for professional learning in schools and districts across the country and offers local options for teacher leaders working together

with administrators to build capacity for ongoing, high quality, job-embedded professional learning.

Course Objectives

By the end of this course, you will be able to:

Module 1

- Analyze professional learning needs in relation to an innovation.
- Draft an assessment of educator learning needs.
- Plan ways to make time for professional learning during the work day.

Module 2

- Analyze teacher leadership roles and the value they bring to a school.
- Evaluate essential criteria for identifying teacher leaders.
- Develop processes for identifying and supporting teacher leaders.

Module 3

- Analyze approaches to teacher collaboration that have a positive effect on professional learning.
- Collect tools to support implementation of a collaborative study group.

Module 4

- Define professional learning communities (PLCs).
- Analyze the critical role PLCs play in the implementation of job-embedded professional learning.

Module 5

- Identify protocols to use in collaborative work with colleagues.

- Analyze protocols to use for a variety of professional learning purposes.
- Implement a protocol and evaluate its effectiveness.

Module 6

- Identify essential elements needed for evaluation of professional learning systems.
- Develop a process of creating look fors to identify essential elements of implementation.

Course Syllabus

Module 1	**Job-Embedded Professional Learning: Identifying Needs and Creating the Time** Module Welcome • Reading 1: *EL*—Thinking Outside the Box and Inside the Budget • Reading 2: Building Capacity and Defining Needs • Video: On-Site Capacity-Building • Knowledge Check • Application 1: Finding Time for Job-Embedded Professional Learning • Application 2: Professional Learning Needs Assessment • Post-Module Reflection
Module 2	**Identifying and Supporting Teacher Leaders** Module Welcome • Reading 1: *EL*—Ten Roles for Teacher Leaders • Reading 2: Selecting and Supporting Teacher Leaders • Video: Teachers Take the Lead • Knowledge Check • Application: Selecting or Supporting Teacher Leaders • Post-Module Reflection
Module 3	**Approaches to Learning with Colleagues** Module Welcome • Reading 1: Approaches to Learning with Colleagues • Video: Differentiated Professional Development • Reading 2: *EL*—Learning from Japanese Lesson Study • Knowledge Check • Application: Testing the Waters • Post-Module Reflection
Module 4	**Developing Purposeful Professional Learning Communities** Module Welcome

	• Reading 1: *EL*—What Is a Professional Learning Community? • Video 1: Four Goals for Teacher Teams • Reading 2: Purposeful Professional Learning Communities • Video 2: Student Work—How Is It Used? • Reading 3: *EL*—Creating Collaborative Cultures • Knowledge Check • Application: Analyzing the Current Status of PLCs • Post-Module Reflection
Module 5	**Using Protocols to Work and Learn Collaboratively** Module Welcome • Reading 1: Using Protocols to Deepen Collaboration • Reading 2: Protocols for Examining Student Work • Video: The Tuning Protocol • Knowledge Check • Application: Selecting and Using a Protocol • Post-Module Reflection
Module 6	**Evaluating the Professional Development System** Module Welcome • Reading 1: *EL*—Does It Make a Difference? Evaluating PD • Reading 2: Designing Look Fors for Professional Development • Video: Interview with Ann-Cunningham Morris • Reading 3: Evaluating the Professional Development System • Knowledge Check • Application: Creating Look Fors for Professional Learning • Post-Module Reflection

Resources

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