

Professional learning and improving student achievement



For The NSW Deputy
Principals Association

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This paper is designed for deputy principals in their role as leaders of professional learning teams. The professional learning of teachers takes many forms and can be more or less effective in lifting student achievement. The paper examines the current literature that discusses effective professional learning, effective programs, student achievement and how to plan and successfully implement a school wide professional learning program that will raise student achievement.

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Professional learning and enhancing student achievement

Introduction

This paper is designed for use by deputy principals in their role as leaders of professional learning teams. Professional learning of teachers takes many forms and can be more or less effective in lifting student achievement.

The link between effective professional learning and student achievement is complex. The research and evidence to prove a direct causation has been difficult to obtain for a variety of reasons:

- the cost of ongoing long term research
- the design of the research such as designing an assessment task to show student improvements directly related to the professional learning of the teacher
- the longitudinal nature of the investigation and
- the complexity of the relationship.

There is, however, significant evidence from short term studies¹ from Australia and from overseas that establishes the link between effective professional learning and teacher quality. Then there is the additional research that shows a link between teacher quality and student outcomes as discussed in Hattie² and Dinham³. Then there is the indirect link between leadership and student learning.

This paper discusses effective professional learning, effective programs and how to plan and successfully implement a school wide professional learning program that will enhance student achievement and the leadership required to make it all happen.

The Role of Deputy Principal:

The role of deputy principal is crucial in developing professional learning plans for individual staff and for the whole school. The deputy principal needs to have effective personal qualities including excellent communication and negotiation skills to develop instructional improvements. The deputy principal needs to be aware of what works in their school, they need to analyse student learning targets that will make a difference, develop a community of learners within the school, concentrate the school's efforts for the long term, and focus on teacher needs based students data and needs.

According to research from Queensland⁴ the role and workload of deputy principals can be divided into "real" and "ideal" work. Deputy principals are time squeezed and increasingly under pressure to get the job done but the work "never seems to end". This means that given the administrative workloads, it is difficult for deputy principals to find time for school improvement that ensures systems and processes are

¹ (Meiers & Ingvarson, 2005) P3

² (Hattie, 2003)

³ (Dinham, 2007)

⁴ (Cranston, Troman, & Reugebrink., 2002) P2

in place that leads professional learning of teachers and that focuses on lifting student achievement. However, time needs to be found to make a difference. Deputy principals need to focus on and develop their skills, based on the NSW Department of Education School Leadership Capability Framework. (Refer: www.det.nsw.edu.au/proflearn)

Definition of Professional Learning:

Professional development and professional learning can be distinguished from each other by defining professional development as the activities (often short term in nature) that teachers attend often outside the school. Professional learning, on the other hand, could be seen as continuous life long learning or growth for which teachers take responsibility.

Traditional methods of teacher learning are probably no longer suitable for the 21st Century learners. More recent examples of successful practice include: action research and action learning; mentoring and coaching, university accredited modules, learning communities and greater use of technology through use of blogs and wikis.

Most importantly it is now recognised that teacher professional learning is vital to improving schools and student achievement effective professional learning strategies are more critical than ever before. Professional learning needs to embrace the concepts of life long learning, learning communities, quality teaching, continuous improvement and collaboration, none of which is easy.

If professional learning is to be effective in lifting student achievement, there needs to be a focus on the day to day activities of teachers work, that is, subject content, pedagogy, curriculum and assessment. Activities need to be designed with teacher and student input and their needs should be at the forefront of planning a design of activities. Long term efforts need to be in place analysing student learning strengths and weaknesses and putting in place strategies to overcome the weaknesses.

Hawley and Valli⁵ suggest there are nine principles that lead to effective professional development. The principles focus on form not content of professional development. Whatever, the content and goals, professional development activities that have the characteristics below are more likely to be effective than do not.

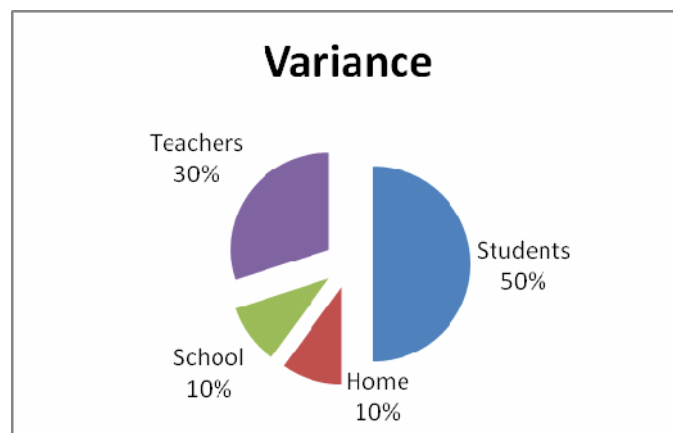
1. The content of professional development focuses on what students are to learn
2. Professional development should be based on analyses of the differences between a) actual student performance and b) goals and standards for student performance.
3. Professional development should involve teachers.
4. Professional development should be primarily school-based and built into the day to day work of teachers.
5. Most professional development should be organised around collaborative problem- solving.
6. Professional development should be continuous and on-going, involving follow-up and support for further learning.
7. Professional development should incorporate evaluation
8. Professional development should provide opportunities to gain an understanding of the theory and knowledge and skills being learned.
9. Professional development should be connected to a comprehensive change process.

⁵ (Hawli & Valli)

Student achievement

The measurement of how good a school is complex. It is the responsibility of deputy principals to generate a positive outlook through quality data and what a school is doing well! It is up to deputy principals to impact on school culture; develop systems for mentoring and coaching to develop teacher quality.

What are the influences on student achievement? Professor John Hattie⁶ as a result of a meta-analysis of thousands of studies, found six main sources of variance on student achievement. Variance is the amount of change in student performance. Students account for 50% of the variance of achievement, teachers account for 30% of the variance in achievement and schools account for further 10%. The conclusion is that the most important factor affecting student achievement, within the school, is the teacher. Therefore deputy principals need to place a large amount of time and focus on improving teacher quality to improve student outcomes.



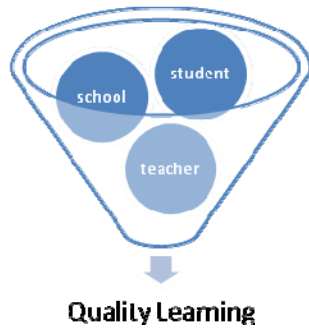
In a recent small study of 20 students, discussions indicated that they (the students) understand the nature of a quality teacher, even to the point of commenting that some teachers can go to as many professional learning experiences as they want, but they will never be “expert” or a quality teacher. They also said that it was obvious when they had expert teachers, as they has more passion, deeper understanding of their subject and had more ways in which they could explain complex concepts to help students to understand the subject and concepts.

Dinham⁷ discusses the need to understand when teachers become expert, as distinguished from, novice teachers. The level of expertness of the teacher obviously affects teacher quality and the level of learning by students. He comments that a teacher could become an expert after teaching, learning and reflecting on practices after approximately 8 years. We would note that some teachers reach this point much faster than others. They have an ability to take on board the complexity of the classroom situation and understand curriculum, behaviour and learning at an early stage of teaching, while other teachers never appear “to get it”. Dinham says that not all teachers become expert. A person could teach once x 25 times or have a range of teaching and learning experiences over 25 years to become an expert. Expert teachers affect the quality of teaching and the resulting student achievement. Expertise is gained through

⁶ (Dinham, 2007) P11

⁷ (Dinham, 2007)

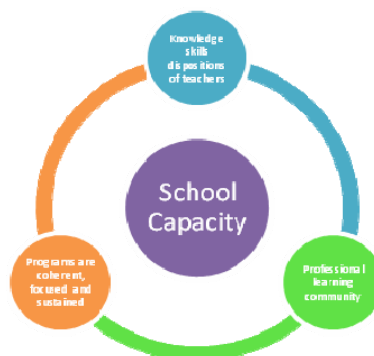
teaching experience, relationships, the culture and climate of the school and the nature of the professional learning experiences.



The factors that effect student achievement can also be defined as the school's capacity. School capacity⁸ includes firstly, the knowledge, skills and dispositions of individual staff members and secondly, the diverse human and technical resources of school need to be organised into a professional school community. Finally, a school's capacity is enhanced when its programs for student and staff learning are coherent, focused, aligned and sustained. The role of deputy principals is to develop the school's capacity.

Quality teaching and learning is about, understanding what that quality looks like, sounds like and feels like. Without the conversations and engagement in the elements of the NSW Quality document this quality is difficult to achieve.

Large amounts of time and resources are required by a school for each participant to come to terms with the concepts of intellectual quality. In addition, deputy principals need to know the indicators of success so they know when they are on the road to improvement. They need to listen carefully and build on one main idea and find points of leverage that will lift student achievement. In the 21st Century this must be placed in the context of the digital revolution in NSW schools. Laptops for every student will not in itself bring about improvement in student learning. The technology needs to be supported by new programs and teachers need to be supported learning new teaching techniques.



⁸ (King & Newman, 2001)

Effective leadership and deputy principals

Leadership by the deputy principals influences student achievement by⁹:

- having a positive attitude to change
- being supportive
- creating the vision
- having personal and school goals
- creating the conditions necessary for learning
- being innovative and
- being prepared to take risks with new programs and strategies.
- having high levels of personal and interpersonal skills
- being trusted by staff, students and the community
- having a high degree of intellectual capacity and problem solving skills.

However, as with most items that affect student achievement, the relationship between leadership in any given school, and the classroom/ student achievement is complex and long term. Without effective leadership good things in classrooms cannot happen. Without effective leadership and quality teachers, it will be hard to improve student achievement.

For teachers and teaching to have maximum effect, the leadership of the school has an important role to play. Leadership is complex and changeable. What works in one situation may not work in another. The conditions for teachers to concentrate on the core business of the school needs to be managed and encouraged.

Effective leadership also involves effective supervision¹⁰ and quality feedback to make sure the goals and intentions of activities are actually occurring. Deputy principals also need to monitor activities and outcomes to make sure they know what is working and adjust activities appropriately.

Effective supervision and leadership involves:¹¹

- strong administrative leadership,
- setting high expectations of staff and students,
- providing a safe and orderly school environment,
- having a primary focus on learning,
- provision of resources focused on achieving key objectives,

⁹ (Tomlinson & Allan, 2000)

¹⁰ (Glanz, Shulman, & Sullivan, 2007) P4

¹¹ (Cotton, 2003)

- regular monitoring of student learning progress and
- focus on instructional leadership.

Cotton says is a key difference between more and less effective schools is the school leadership's involvement with instructional leadership. These leaders typically:

- involve school staff in decision making,
- model behaviours they expected from staff,
- establish positive relationships,
- monitor classroom instruction and gave effective feedback, and
- facilitate communication between stakeholders.

Deputy Principals developing effective teachers

Given that teachers have an enormous influence on student achievement other than the student themselves, then it is unassailable, that the school and in particular, the deputy principals need to concentrate their resources and effort into developing teacher quality and effectiveness.

Steve Dinham investigated highly effective teachers¹² in the 1990's using NSW DET HSC data. When the data was analysed it was discovered that teachers had common characteristics and practices.

The essential features included:

- School background
- Subject faculty
- Teachers' personal qualities
- Teachers' positive relationships with students
- Teachers' professional learning
- Teaching strategies

Dinham says that in general teachers' success was underpinned by their faculties and teams: that the whole faculty was achieving successful outcomes and they supported their colleague who was identified by the HSC data. In other words the 'successful' teacher was not working in isolation. Collaborative staff is an essential key to success.

What is it that quality teachers do?

Quality teachers tend to work on a number of complex elements in the classroom.

¹² (Dinham, 2007) P21

They constantly canvass the landscape to see which students are on task, which ones are having problems with the content and concepts; they monitor behaviour, facial and body expression, trying to elicit the best from their students. They not only teach the content and concepts of their subject, but also class protocols or behaviour management, emotional intelligence, team work, research skills, subject skills (e.g. mapping), literacy, numeracy, assessment performance and how to do “stuff”.

Quality teachers:

- focus on each student
- differentiate learning
- use a variety of teaching strategies that engage, motivate and stimulate student curiosity
- have positive relationships
- are passionate about their subject and about teaching
- know their content
- know how students learn their subject
- understand the necessity for deep knowledge and understanding rather “covering” the syllabus/ content in a superficial way
- design effective quality assessment tasks that allows each student to “uncover” what they understand.
- are supportive of students taking risks in their learning
- have a positive attitude and work hard.¹³
- believe students can learn
- set standards and have high expectations regardless of socio- economic or racial background
- teach high order thinking explicitly and set scaffolds for these so all students can learn
- are committed
- enjoy and have a sense of satisfaction when they see the “light” go on in student eyes.

Data

Why, when we have so much student data do we not effectively use the analysis of this data to lead to consistent improvement in student learning outcomes. What is effective quality data?

Data should be used as signposts and goals not as end points. Data needs to be analysed in detail and used to look at the big picture. To make a difference with student achievement, data used needs to be curriculum and student focused. The analysis needs to bore or drill down into the real needs of the students. Then deputy principals need to backward map from this analysis to determine the real needs of the staff in terms of professional learning. Once this has occurred the professional learning plans of the school can be outlined for the long term. Short term activities are going to have limited impact on

¹³ (Tomlinson & Allan, 2000) P58

improving student and school outcomes. After the activities have been put into place to remedy student needs, further data/ evidence needs to be collected to determine if they are working.

Data needs to be collected systematically and diagnosed collectively. It should follow the old advice of SMART; that is, Specific, Measurable, Achievable, Results oriented and Timely. Many schools collect loads of data and some don't collect enough data. Many fail to use what they have to improve professional learning and student achievement. Some schools collect the data, analyse it, plan programs and then fail to implement those plans.

The deputy principal's job is to direct data collection, collective conversations and diagnosis, and then plan professional learning based on the relevant evidence to improve school outcomes lift student achievement. Deputy principals need to align curriculum, assessment, school targets and plans with teacher professional learning.

There are many types of data that could be used in schools these are grouped into qualitative and quantitative data. One of the most important for this paper is student data. This includes student data such as: standardised tests on a state and national basis, class assessments such as, teacher tests, observations, productions, performances and portfolios.

According to Pete and Sambo¹⁴ there are four main questions that will help us using data more effectively. These are

- | | |
|----|---|
| 1. | What data? What data do we have? |
| 2. | What else? What else do we need to know? |
| 3. | So What? What inferences can we make? |
| 4. | Now What? What instructional interventions will get results; professional development? Action plans? Who will do what and when? |

How to plan for effective professional learning?

Alice in Wonderland

Alice speaking to the Cheshire cat

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you go," said the Cat.

"- so long as I get somewhere," Alice added as explanation.

"Oh, you're sure to do that," said the Cat, "if only you walk long enough"

¹⁴ (Pete & Sambo, 2004)

If we consider professional learning experiences over a lifetime of teaching, there are some experiences that are far from perfect. Some may have been poorly presented, were boring, not relevant and rushed and or not about the day to day job of teaching and learning.

On the other hand, if we consider experiences that we consider worthwhile and enjoyable, they often have a range of features that include: relevance, allowed opportunities to reflect, practice and were about the day to day job of teaching and learning.

So the question is: if we know the features of what good and bad professional development is all about, why is it so hard to design effective professional learning that addresses the needs of teachers and lifts student achievement? One of the main problems is the reluctance of teachers to engage in long term sustained dialogue, reflection and observation of their teaching practice. The result is that very few professional development activities change teachers' beliefs and practices.

There are some crucial factors leading to effective professional learning including sustained in-house professional learning activities with high level professional conversations. It is linked to real work, is curriculum based, focussed, continuous and sustained, addresses teacher's beliefs, background knowledge and is about what works to improve student achievement.

Conclusions

According to Linda Darling Hammond¹⁵ Professional learning is absolutely essential so that teachers can update their skills and content knowledge as the worlds around them changes. Professional development is the key tool to keep abreast of the latest developments and the key to improving school capacity.

Teacher quality is one of the most significant elements affecting quality teaching and learning. Therefore, effective professional learning by teachers is vital.

We believe that effective practice is difficult because of time constraints, pressure to perform the job, school culture and climate, lack of commitment to the job or the process, using the most appropriate data and knowing how this translates from teacher needs to student needs and moving from planning to action that engages teachers and then engages students.

Effective professional learning that leads from teacher learning to lifting student achievement is not professional development which is not about compliance training as in Occupational Health and Safety training, fire drills or how to risk assess an excursion (even though these are important in managing risk). The people delivering the professional learning activities need to have a sound understanding of the principles of adult learning, just as teachers themselves need to understand how students learn their subject knowledge and skills.

Effective professional learning involves:

- deep and meaningful planning with the stakeholders and taking their needs into account
- analysis of the data

¹⁵ (Darling-Hammond, 1990)

- developing subsequent strategies to be employed to maximise the teacher and student learning
- supervision to ensure that the professional learning is being used for the main stakeholders the students and
- professional learning activities give time for engagement, practice, involving mentoring, coaching and reflection.

Quality teachers and quality professional learning will be dependent on effective leadership context, the school culture and climate, the conditions of learning (environmental and emotional) and most importantly, focused synchronised long term goals and plans of the school for teaching and learning. This includes curriculum and assessment alignment with the identified learning needs of students, teachers and the school's vision of student achievement.

Crowther's work on the IDEAS project discusses school improvement and the processes required to be engaged to turn a school around. Some of these ideas include the centrality of using the power of teacher leaders ("the sleeping giant"- Katzenmeyer and Moller) developing learning communities, group responsibility for school vision and directions. It was also important to uncover teachers' personal pedagogy and develop a consistent school pedagogy and literacy strategy.

In 1995 Newmann and Wehlage¹⁶ revealed that "the most successful schools were those that used restructuring tools to help them function as professional communities". They found a way to channel staff and students toward a clear and shared purpose for student learning. They created opportunities for teachers to collaborate and help one another achieve a purpose and they took collective responsibility for student learning. Schools with strong professional learning communities were better able to offer authentic pedagogy and were more effective in promoting student achievement."

Deming says that the keys to improvement are when: the people next to the problem solve the problem, teacher leaders are central, professional learning communities are paramount, everyone takes responsibility for learning (both students and teachers), learning is authentic, mediocrity is challenged, and there are common goals. Coaching and mentoring is a critical part of the process.

Elmore (2002) says that effective professional learning is:

- teacher-driven
- ongoing and sustained
- school-based and job-embedded
- content-focused
- focused on student needs
- using adult learning strategies

In the end, Deputy Principals need to address the issue of why we have not in the main changed the effectiveness of professional learning that then raises student achievement.

We contend that we traditionally see professional learning (development) as some activity which is done to us. Usually under these circumstances there is little time to reflect on the necessity to change our beliefs and classroom practice and to reflect on our effectiveness. We need to adjust our thinking to see

¹⁶ (Newmann & Wehlage, 1995)

professional learning as an ongoing, in school process, which the teacher and the leadership are jointly responsible.

In order to improve student outcomes classroom teachers need to discuss what is quality teaching and assessing, open the classroom door, observe lessons, collaborate on quality teaching, support one another, and be supported by experts in what works in classrooms. Deputy principals need to find time to plan, collaborate and support this process and they need to know exactly what quality teaching looks like to support this in their schools.

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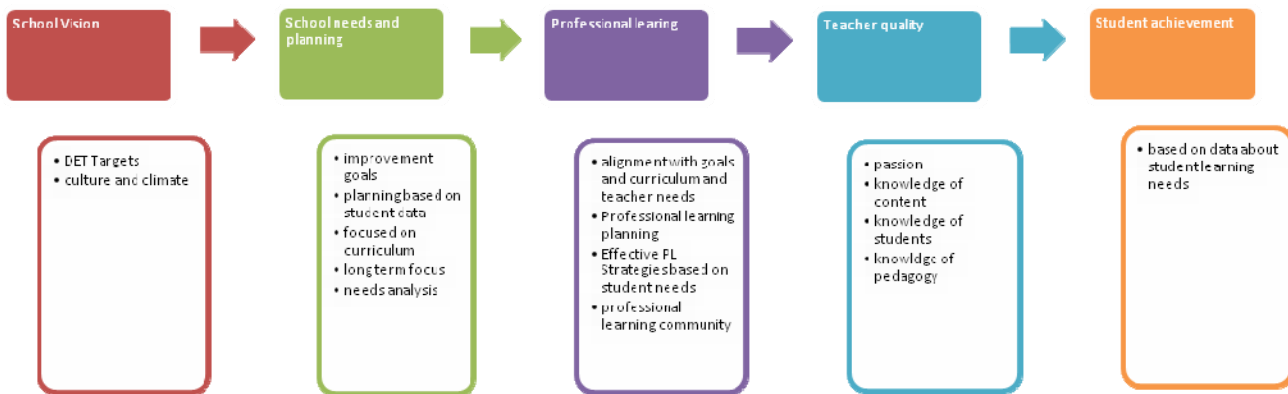
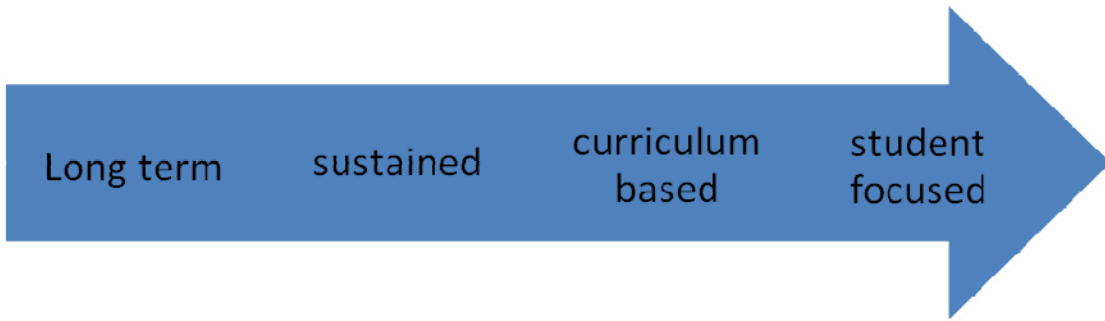
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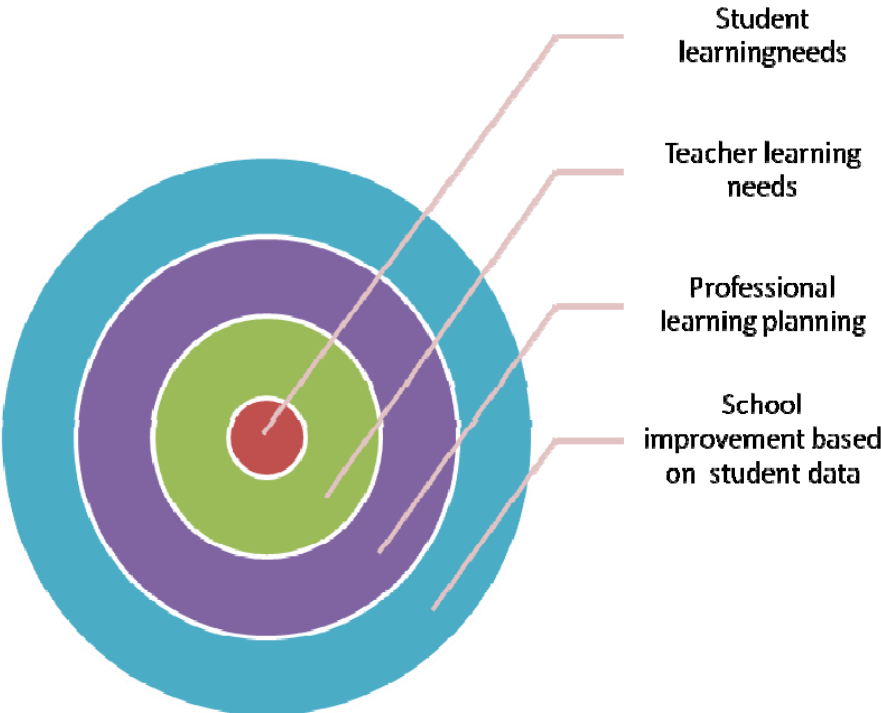
Paul Degney: Relieving School Development Officer Aboriginal Education and Data Coordination,
NSW Department of Education and Training Sydney Region

Appendices

Appendix 1: Key to effective professional development



School Vision



Appendix 3: Planning

School Planning 2010-12

1. Literacy/Numeracy
2. Quality Teaching
3. Technology

Target Areas	Issues/concerns Questions? Where do we want to go?	Data What do we know?	What else do we do we need to know? What data needs to be collected? What surveys? What analysis?	Professional learning Activities/ strategies Alignment of programs, assessments and PL	Evidence of success How will we know if we are being successful?
Literacy and Numeracy T1 T2 T3 T4 . . .					
Quality Teaching T1 T2 T3 T4 . .					
Technology T1 T2 T3 T4 . . .					

M Wride

Program Planning

Grade:
Program:
Unit of work/ Topic:
Assessment Task:

What can the students do?		
What are the student weaknesses?		
What evidence did you use?		
What do students need to know?		
What professional learning do the teachers need?		
What resources do you need?		
Who will do what and when?		
Map existing program /assessment for thinking skills / blooms		
Map curriculum for variety of activities / strategies and learning styles!		
Indicators of success?		
What's the big question?		
What's the hook and what engage students?		
What vocab /concepts are essential?	Vocab	Concepts
What skills do students need?		
What processes?		

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7/12/2009

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Lesson Observation Planning

Teacher Name

Class

Topic

Aims of the lesson

Details

comments

Content		
Big idea		
Visual stimulus		
Teaching hook or engaging idea		
Teaching strategies		
Overarching concepts		
Vocabulary		
Thinking words to be emphasised		
Lesson Conclusion / summary		
Personal reflection evaluation		

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7/12/2009

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Appendix 4: School Professional Learning Self Assessment Guide/ Mapping your PL

	Strategic Alignment	Collaboration, collegiality and commitment	Culture	<i>Resource allocation</i>
1.	Professional learning is organised around whole school priorities and outcomes and strategies are detailed. The school has a management plan with clearly stated professional learning goals, outcomes and strategies that are clearly linked to targets, which align with school priorities and DET strategic directions.	There is a strong sense of involvement by teachers in their PL. Teachers apply/use their learning in their school context. Teams are engaged in a variety of professional learning activities e.g. problem solving activities e.g. collaborative action research planning, developing materials, organising workshops or supporting staff in the classroom, liaising with consultants and presenters to adapt courses, prioritising needs, and reporting back to staff. There are regular team meetings and extended times for planning and unit development as required.	The school has a culture that values professional learning, encourages staff participation and sharing of innovative practices for improved student learning. Time is created for teachers to engage in positive working relationships, teamwork sharing and dialogue that are linked to whole school priorities. Trust is encouraged and supported among the school community. Teams are organised to work collaboratively to achieve common goals. There is effective communication to facilitate access to learning opportunities and resources, human and material. Teams provide ongoing collaboration with and feedback to staff. PL strategies drive change in the school as a large component of the school's management plan.	PL funds allocated through collaborative decision-making and are directly linked to targets and goals embedded in the school management plan.
2.				
3.	There is some reference to professional learning in the management plan, which may be linked to some targets but it is not fully integrated into the major targets and there are no detailed outcomes.	There is involvement by teachers in their PL. There are some collaborative activities but they involve a small number of teachers.	There is some awareness of the importance of participating in and sharing innovative practices with individual teachers or small groups. The school realises the need for change and there is some planning to facilitate positive working relationships, teamwork, sharing and dialogue. There is some collaboration and teamwork but it is ad hoc and not necessarily linked to whole school priorities or DET strategic directions.	Focus is on individual needs with some whole school needs and some teachers joining together to address common needs.
4.				
5.	There is little or no reference to professional learning goals and outcomes or strategies in the management plan.	There is no evidence of collaborative activities and a few individuals make decisions.	There is little encouragement to share innovative practices. There is little teamwork sharing and dialogue. Time is not built into the school structure for teams to work collaboratively to achieve common goals. PL in the school is one-off; teachers do their own thing.	Decisions are dictated more by individual teacher requests than coordinated strategic planning.

	Ongoing learning feedback and follow-up	Range of school-based strategies	Multiple sources for evaluation	Accountability
1.	PL planning is centred on reflection of practice and its impact on teacher and student learning. Research is valued and PL is data driven and based on evidence. There is an ongoing review of targets and outcomes. Regular dialogue about targets to assess progress is encouraged. Longer-term courses are viewed as more effective than short-term. Support is from within the school and	A wide range of PL strategies is utilised by the school to address individual, team and whole school needs in accordance with the management plan and targets e.g. planning, developing materials, organising workshops or supporting staff in the classroom, liaising with consultants and presenters to adapt courses. PL content focuses on what students are expected to learn and effective teaching strategies based on research and experience. PL is predominantly school-based and built into the day-to-day work of teaching.	PL evaluation is based on multiple sources of information on teacher and student learning including teacher portfolios, professional learning journals, student learning journals, observations of teachers, peer evaluations, student surveys, executive planning days, collegial dialogue, examination of value-added data and trends, external examination results, faculty action plans and evaluations, annual school report, monitoring and	There is an internal tracking of funds e.g. on the OASIS system. Funding is linked to the management plan and there is a clear budgeting process. The principal closely monitors the budget expenditure and maintains progress reports which are reviewed regularly. There are program accountability statements and budget updates for different purposes and audiences e.g. school report, school council

	external.	Teachers have a good understanding of the theory behind practices and programs and adapt what they learn to their context.	evaluation of student achievement of outcomes, formal and informal, qualitative and quantitative.	meetings and in newsletters.
2.				
3.	There is evidence of some school programs engaging a few staff in regular dialogue and reviewing of their program outcomes.	There is some variety in PL strategies; however they are not all directly linked to the management plan.	There are several sources of evaluation but they are limited to a particular type	There is internal tracking of funds but no clear budgeting process. Accountability statements and budget updates are not continuous.
4.				
5.	PL planning is ad hoc and based on attending whatever is an available e.g. one-off one-day course.	There is a limited range of PL strategies used in the school centred mainly on one-off courses external to the school.	PD evaluation is very limited in the nature and range of sources	Accountability statements and budget updates are not shared.

N. McCulla and J. Hinson

Example of Mapping ICT for your School

Area	Essential skills	Y/N	Advanced Skills	Y/N	Expert Skills	Y/N
Systems	<ul style="list-style-type: none"> • Use email Portal • Use web filter check • Reset own password • Use easy school reports and spell check comments • Use Sentral to view oasis information • View timetables using Time chart • Create RISC entry • View intranet 		<ul style="list-style-type: none"> • Set up distribution list • Add contacts • Reset student password • Print roll and dear lists from Sentral • Create letter in RISC • Find a student, teacher or room in Timechart • Supervise students using Vision • Upload documents to the Intranet 		<ul style="list-style-type: none"> • Set up multiple folders in box • Send meeting requests • Extract RISC information e.g. reports and mail merge • Extract OASIS information e.g. excursion list • Extract timetable e.g. print faculty timetables • Use demo mode in Vision 	
Resources	<ul style="list-style-type: none"> • Use internet to find resources • Copy links from documents • Use intranet to find school documents 		<ul style="list-style-type: none"> • Save a picture from the internet • Download and unzip a file from TaLE • Create own online worksheets 		<ul style="list-style-type: none"> • Download a video from YouTube • Extract a video from Click view • Create a hyperlink to the file • Create unite of work with multiple media resources 	
Software	<ul style="list-style-type: none"> • Create word documents using tables, clipart and columns • Create PowerPoint presentations with transitions • Custom animations and sound 		<ul style="list-style-type: none"> • Create Publisher documents with multiple layers of text and pictures • Create Excel documents with formulas and charts • Record sound in Movie Maker, PowerPoint 		<ul style="list-style-type: none"> • Create One Note documents • Use create lessons using Moodle • Create a Data base using Access and produce sort , filter and queries • Use faculty specific software • Install and configure new software • Edit sound files • Use Audacity 	
Hardware	<ul style="list-style-type: none"> • Turn on/off projectors and IWB • Connect laptops to projectors • Transfer files from USB • Connect speakers and headphones 		<ul style="list-style-type: none"> • Scan an image and save as PDF • Use a still and video cameras and transfer files 		<ul style="list-style-type: none"> • Attach and install new devices • Connect to a wireless router 	
File Management	<ul style="list-style-type: none"> • Save files to resources drive • Create folders on networks • Rename files • Backup files 		<ul style="list-style-type: none"> • Map network drives • Email student work • Have version control over documents • Change document to read only 		<ul style="list-style-type: none"> • Transfer files using blue tooth • Create online session with One note • Password protect PDF files 	
Quality Teaching	<ul style="list-style-type: none"> • Use technology to gather information from multiple sources • Be facilitator in classroom 		<ul style="list-style-type: none"> • Use technology to share collaboratively • Share control in classroom 		<ul style="list-style-type: none"> • Use technology to solve problems and develop higher order thinking • Learn with students in the classroom 	

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Appendix 5: Survey

In your school: for the DP	Rank Out of 5 (5 is highest)	Comments
1. What extent in terms of time, effort, money and whole planning is given to developing school professional learning activities?		
2. To what extent is professional learning guided by the school vision and target for improvement?		
3. To what extent do professional learning activities focus on the teaching and learning?		
4. To what extent was the professional learning plan and activities based on data / evidence of perceived school and student needs?		
5. To what extent is professional learning activities aligned with school vision curriculum and assessment?		
6. To what extent does staff initiate and plan their own learning?		
7. Describe a successful professional learning activity at your school and why you consider it successful		
8. What evidence do you have that confirms your professional learning activities are working for teachers?		
9. What evidence do you have that confirms your professional learning activities are working for students?		
10. What processes do you use to ensure that your professional learning activities translate into improvements in the classroom?		
11. What evidence do you use as a measure of success of professional learning?		

Appendix 6: Evaluation

Evaluation of Professional Learning 1: By Teachers

Questions	Comments / rank
1. Name of activity you attended:	
2. Type of TPL activity: workshop/ in-service/ other/ one -off/ on-going	
3. Level to which the activity engaged you in classroom related activities	
4. Level to which the activity accounted for your background knowledge	
5. Level to which the activity engaged you in your PL needs	
6. Level to which the activity engaged you in the learning needs of your students	
7. Level to which the activity improved your understanding of student learning needs	
8. Extent to which you were able to practice new knowledge and skills	
9. Extent to which you will continue to use the new knowledge to improve student learning	

Evaluation 2: Teachers

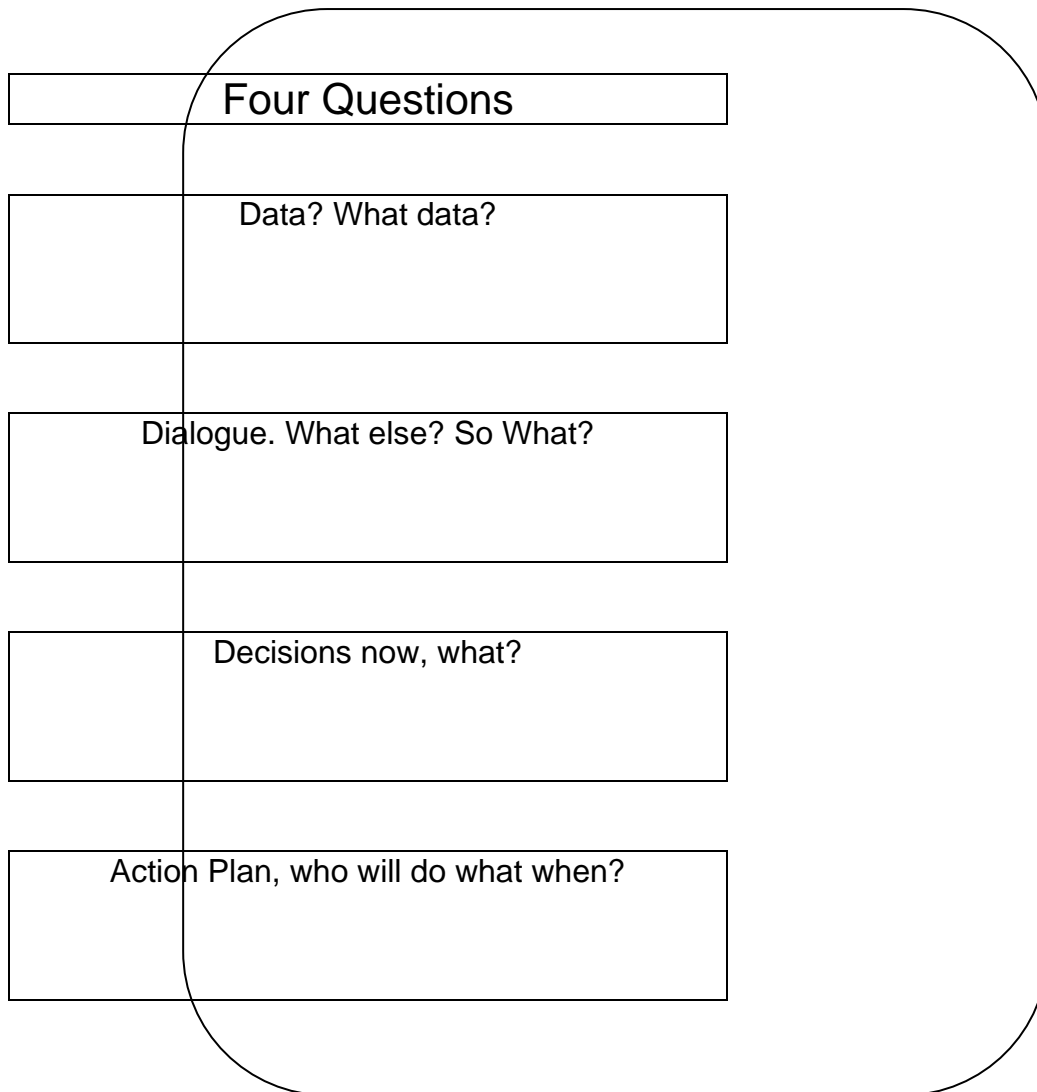
Questions	Yes No	Comments
1. This in service dealt with a priority issue		
2. The goals of the in-service were clearly stated by the presenters		
3. The stated goals/s of the in-service were achieved		
4. The information was clearly presented		
5. The information dealt with the core issues of teaching and learning		
6. The information from the in-service will help me improve student learning.		
7. I will modify my teaching behaviour as a result of this in-service		
8. The information presented in this in-service will assist me in my job.		
9. A portion of the in-service was set aside for questions and answers		
10. I believe there was sufficient input form the staff in planning this in-service		

1. What was the most valuable part of this in-service?
2. In what ways could the in-service be improved?
3. Additional comments.

Evaluation of Professional learning 3: the Leaders

1. Did the participants receive coaching or mentoring in the classroom?
2. Was participants teaching observed by other participants and feedback provided
3. Did participants practice under simulated conditions, with feedback?
4. Did you or other activity leaders observe participants' teaching and provide feedback?
5. Did participants meet formally with other participants to discuss classroom implementation?
6. Did participants communicate with you concerning classroom implementation?
7. Did participants share students work with you or other participants?
8. Did participants meet informally to discuss classroom implementation?
9. Did participants develop curricula or lesson plans that you or other participants reviewed?
10. Did the participants engage in the following during the activity:
 - Give a lecture?
 - Conduct a demonstration lesson or unit?
 - Lead a small group discussion?
 - Write a paper or report?
 - Review student works?
 - Score assessments?

Appendix 8: Data



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Data

Data! Dialogue! Decisions!		
	What data do we have?	
Data		
Dialogue	What else do we know?	What else do we need to know?
Dialogue	So What? What does the analysis reveal?	So What can we infer?
Decisions	Now what instruction will work	Now what professional development supports this instruction?
Decisions	What is the target goal?	Who will do what and when?

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