Transcript

The very first thing that we need to be thinking about is time. Currently we measure professional development in minutes or hours. And it's just wrong. We can't do that. My school will give teachers 18 hours of flex time. What usually ends up happening by the end of the year is a typical teacher will have tried 18 different things over the course of the year and mastered none of them because it's just been a shotgun approach. We need to look at time differently. We need to think on a different scale when it comes to professional learning. The Center for Public Education released a report that outlines the five principles for PD, and it shows that up to 50 hours is needed for learning to be mastered and implemented. But we don't do that. We don't give teachers that time to master what they do. We throw it out in one session and then get going. And then when they we tell them to get going, what they're usually standing there by themself trying to put it in all alone. There has to be support for the teachers during the implementation stage. to address those very specific things are going to happen that room, every classroom is different, every child is different every year is different. And you need to learn to master that. But you can't do it by yourself because your frame of reference is so limited, we really need to be bringing in more people to that we, if schools want their teachers to change the instruction, then when they're implementing it, they have to be supported more with very explicit professional development offerings. And this is really critical. Thinking things like the PLC or coaching models to support those implementations are really what we need to be looking at with brings in more people, more viewpoints and more support for our teachers during that up to 50 hours that they're working on mastering the content. But, you know, we do this sage on the stage thing, and we tell teachers don't be the sage on the stage in your classroom, but I'm going to do that here in front of you. I'm not going to model it. I'm not going to do it. Sit set we saved you should be doing and we're going to spend up to $18,000 a year. Per teacher for professional development, and then wonder why the results aren't following in the classroom. Really what needs to be happening is that teachers constant exposure to these concepts should be engaging, and it should be varied. And they need to practice, participate in it actively to make sense of what's going on. They need to discuss with other teachers and toss ideas out and try things out and roleplay it and test it out at the moment that they're getting started in it. But again, we just want to bore them to death. So what are we really modeling? We know that there's just the evidence is there this type of environment for training doesn't help get teachers where they need to be? We need to be doing things with smaller groups, one on one, instructional coaching type ideas that bring in the modeling that's highly effective, helps teachers understand those practices so that they can talk to someone, they can work with someone, they can see somebody else doing it

and watch and then try it out. With someone helping them, and pointing out along the way, how they can be better at it. But we go with this one size fits all approach, we throw everybody in the room together, maybe the whole campus, maybe the whole department, and just assume that everybody's going to take nuggets away from it, we're going to assume that that can see t t teacher can gain just as much information as a world history teacher in the same room together, or that algebra one and calculus are going to be using the same models and the same processes to teach your students at the same time. And now we just what we find is that there's no correlation to those that they just don't, it just doesn't work. We really have to be changing that we have to present the content in a non generic way in very specific for those disciplines. middle and high school teachers are very different than elementary school teachers because the students they're working with are very different. The environments are very different. The learning process at that moment is Very different and we have to take that into account. We have to be very specific in the way we're training if we want to see those results, transfer to the classroom