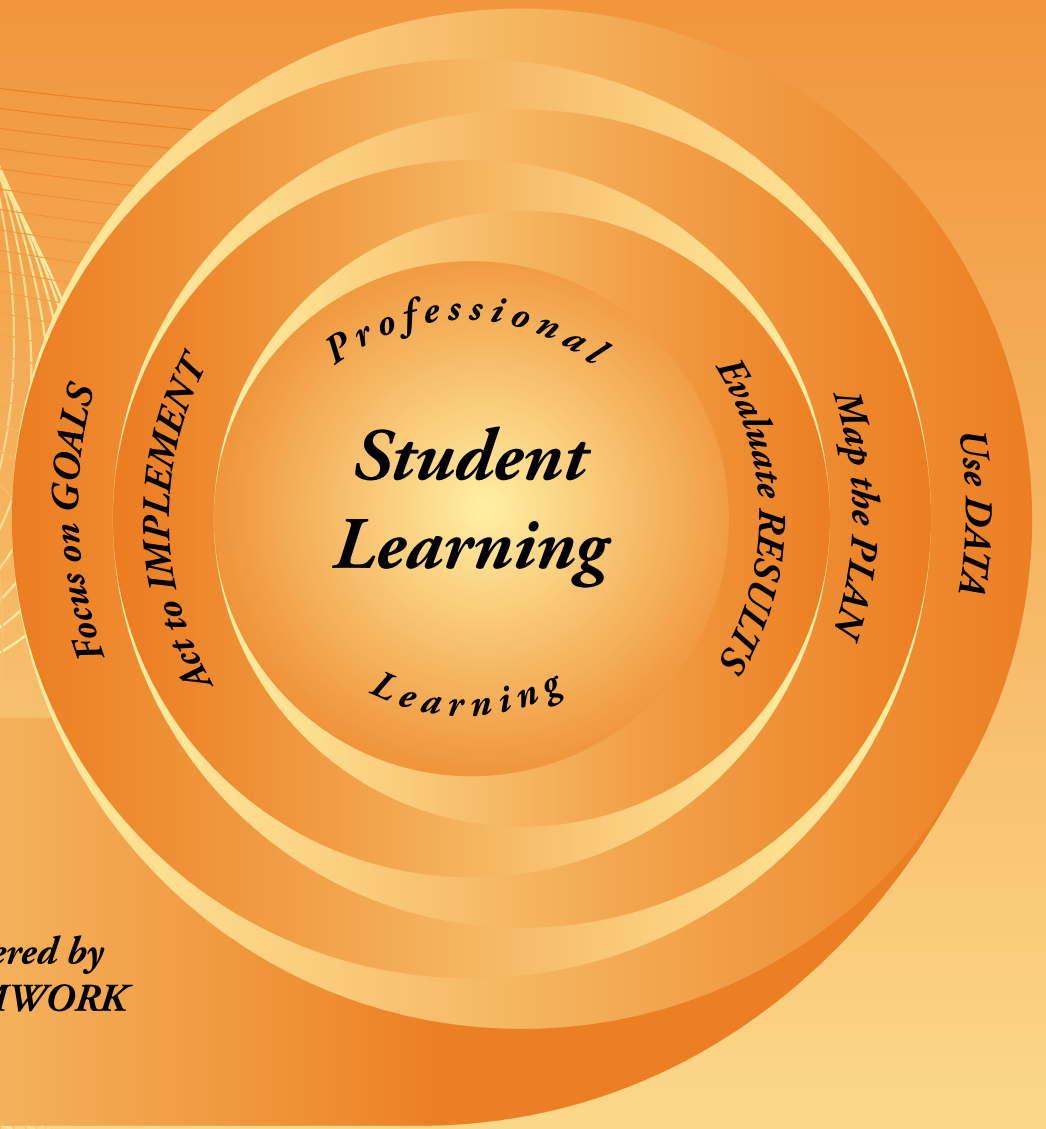


Professional Development Leadership Academy



**We help you
learn
how to help teachers
learn
so students
learn.**

**Professional Development Leadership Academy
Improvement Cycle**



Powered by
TEAMWORK

Are we ready to enlist in the movement to help educators stay on top of their game so students can reach the top of theirs?

		Yes	No
1.	We want to effect worthwhile, lasting change in instruction.		
2.	We are not satisfied with business-as-usual staff development.		
3.	We want to specifically link professional learning to student learning.		
4.	We want to deepen our understanding of what teachers need to learn.		
5.	We are willing to analyze the value of workshops and traditional forms of staff development.		
6.	We have high level support for learning how to sharply focus our staff development.		
7.	We want to learn how to evaluate the effectiveness of staff development on teaching practice.		
8.	We want to involve our stakeholders continuously to clarify problems and to devise solutions.		
9.	We realize that sustainable change takes time—at least 3 to 5 years for a school.		
10.	We are committed to implementing the plans we create.		



Make a difference

“More than half of all teachers report that their professional development made little or no difference in making them a better teacher.”

Farkas, S., Johnson, J., Duffet, A. with Moye, L. and Vine J., in Public Agenda's Stand by Me: What Teachers Really Think about Unions, Merit Pay, and Other Professional Matters, 2003

Learn how to make a difference in teacher learning so it makes a difference in student learning.

“There is a growing body of opinion among ‘experts’ that the conventional forms of professional development are virtually a waste of time.”

Consortium for Policy Research in Education, Helping Teachers Teach Well: Transforming Professional Development, a CPRE Policy Brief, 1995

Be unconventional

Learn what forms of professional development are most likely to improve instruction.

“In too many districts, time and money for professional development are squandered because efforts are sporadic and not aligned to a few carefully chosen improvement priorities that are informed and monitored with data.”

Tony Wagner of Harvard University's Change Leadership Group in “Beyond Testing: The 7 Disciplines for Strengthening Instruction.”, Education Week, Nov. 12, 2003

Invest to build capacity

Learn how to create “in-house” professional development expertise and savvy.

The PDLA Vision

- PDLA graduates transform a hodgepodge of fragmented, unrelated acts of staff development and professional growth into a coherent system of professional learning
- Teachers value the professional learning experiences arranged by their schools and districts
- Teachers and administrators learn on the job every day to improve student learning

Raise your sights

What's in it for your organization?

- Expanded leadership
- Increased teacher knowledge and collaboration
- Ability to track the impact of investments in staff development
- Reduced reliance on consultants and vendors
- Improved instruction
- Improved student learning

Gain benefits

What's in it for you?

- A heightened sense of accomplishment
- Confidence in applying best practice
- Colleagues to rely on for sharing responsibility for student learning
- Clearer focus on what's important

Care enough to team up

Committed Colleagues Needed

Teams consisting of 4-8 members participate in PDLA.

Site-based or program-based teams should include:

- site/program administrator who has authority or responsibility for staff development
- teachers
 - respected by and influential with their peers
 - representative of school or program's structure
- one or two central administrators who have authority or responsibility for staff development

District/Charter Sponsor teams should include:

- central administrators who have authority or responsibility for staff development
- school-based instructional coaches and/or
- a principal and teacher leadership team from one school

Go Teams!

County teams should include:

- ESA staff who can provide support &/or technical assistance to team members
- teachers and administrators from a single or multiple small district(s) or school(s)

Current Teams

2008-2011 Cohort

- Dysart, Marley Park Elementary
- Dysart, Thompson Ranch Elementary
- Elfrida Elementary and Valley Union HS Districts
- Mayer Unified School District
- Mesa, Lincoln Elementary
- Mesa, Porter Elementary
- Mesa, Taylor Junior High School
- Parker Unified School District
- Red Mesa, Round Rock Elementary
- San Simon Unified School District
- Snow Flake Junior High School
- Tanque Verde Unified School District
- Yuma, 4th Ave Junior High School

2007-2010 Southern & Central Cohorts

- Arizona School for the Deaf & Blind
- Maricopa County ESA
 - Desert Heights Charter
 - Paloma Elementary
- Cochise County ESA
 - Bowie Elementary
 - Pomerene Elementary
- Mesa Adult Education
- Mesa, Keller Elementary
- Mesa, Powell Junior High School

2006-2009 Cohort

- Chinle Elementary
- Chinle High School
- Chinle Junior High School
- Chinle, Many Farms Elementary
- Chinle, Mesa View Elementary
- Chinle, Tsaille Elementary
- Flagstaff, W. F. Killip Elementary
- Ft Thomas High School
- Northland Pioneer Adult Education
- Pima Community College Adult Education
- Rio Salado Adult Education

Powered by
teamwork

Commitments: Ours

The Professional Development Leadership Academy produces educators who are equipped to transform staff development into results-driven systems of professional learning. Learning how to do that well has been our passion for eight years.

We commit to provide you knowledgeable, skillful designers and facilitators of adult learning:

lead faculty members

- Pat Roy, NSDC columnist and international consultant on professional development
- Kathy Tucker, Insights for Learning, a founder of PDLA and developer of the Professional Development Planning Guide

special presenters

- Brad Giese, Education for the Future
- Mary Anne Kapp, Innovative Educational Solutions

trained coaches

- Each team is aided by its own coach at every action-learning session

LEARN³

We at ADE commit to direct and administer the PDLA experience to meet your needs and to be responsive to your feedback:

- Donna Campbell, director
- Laura Dudzik and Eric Brooks, Education Program Specialists
- Candy Burch and Deidra Jones, Administrative Assistants

Together, we promise to help **you learn** how to help **teachers learn** so that **students learn**.

Commitments: Yours

Think of the PDLA experience as that of a health-and-fitness center vs. an emergency room, the P.F. Chang marathon vs. an Olympic sprint, a nutritional system vs. an energy drink.

Lasting change
takes time

The PDLA experience is not a quick fix, nor a silver bullet, nor a flavor of the month. It requires time –

- Three years
- Four Fridays and Saturdays per year
- Four days in June each year
- Back-home meetings and stakeholder engagements

Team leaders, in addition, participate in four leadership sessions per year.

It expects

- on-time attendance and active participation in all scheduled sessions
- team empowerment
- relief for participants from some other professional development obligations
- consistent team membership over the three years.

It entails

- concentrated interaction with teammates and fellow learners
- communicating with and involving stakeholders and decision makers frequently
- implementing and evaluating plans developed by the team

Develop bonds.
Have fun. Be well.



Make friends with data

What to Expect Year 1

Four Friday-Saturday learning-action sessions, between-session application of learning, four team leader networking/training sessions, and 4-day June convening of all teams

Product: Professional Development Status Report, Data Profile, and action plans. Think of them as a Multi-faceted Reflective Image [MRI] of your organization's professional development health.

Activities & Responsibilities:

- Gather, analyze, and act on data from multiple sources related to school improvement and professional development's impact on student learning and teaching practice
- Engage colleagues and stakeholders in a "check-up" that analyzes the status of current professional development efforts
- Learn how to function as leaders of collaborative professional development planning
- Promote a collaborative, professional learning environment for the team and the organization
- Establish a SMART goal for one priority in professional learning for the next year that is supported by stakeholders and based on the Data Profile
- Create a professional development action plan to implement during the following year

Make your case

What to Expect Year 2

Four Friday-Saturday learning - action sessions, between-session application of learning, four team leader networking/training sessions, and 4-day June convening of all teams

Product: Professional Development Portfolio that includes a comprehensive plan and concrete action steps for making significant, data-driven improvements to professional development that are supported with the requisite resources, designed to achieve targeted student learning goals, and based on evaluating this year's single improvement effort

Activities & Responsibilities:

- Continue to promote a collaborative, professional learning environment for the team and the organization
- Document improvement activities and monitor progress
- Modify plan to achieve SMART goal based on progress monitoring
- Identify barriers to focused, coherent professional learning and plan strategies to diminish those barriers
- Develop and test theories of change and their underlying assumptions
- Create and use Innovation Configurations to clarify what specific improvements look like when implemented at different levels of fidelity
- Compare findings from annual data gathering with previous year's analyses
- Complete the planning cycle to include concrete action steps for implementing, monitoring, and evaluating professional development

Focus on improvement

Walk the Talk

What to Expect Year 3

Four Friday-Saturday learning - action sessions, between-session application of learning, four team leader networking/training sessions, and 4-day June convening of all teams

Product: Professional Development Performance Assessment that includes an evaluation of professional learning improvement plans being implemented and a revised plan for the following year

Activities & Responsibilities:

- Continue to promote a collaborative, professional learning environment for the team and the organization
- Document improvement activities and monitor progress
- Modify plans to achieve SMART goals based on progress monitoring
- Conduct evaluations of organizational support for the professional development changes and of teacher use of targeted practices
- Learn to use additional processes to sustain professional development improvements
- Complete the planning cycle by revising a comprehensive professional development plan and concrete action plans for implementing all of its aspects
- Provide evidence of support for changes being made in professional development
- Plan how the impact of professional development on student learning will be evaluated

Bank on Learning

Investment Costs

Registration costs \$1,100 per person per year + \$400 per Team Leader.*

*The \$400 fee for Team Leader sessions will be waived if the highest-ranking administrator for your organization 1) attends information session or confers with the PDLA Director and 2) submits a letter when your team registers that affirms the employer will provide the equivalent of four half-days to the entire PDLA team for on-site work sessions.

Fees include breakfast, refreshment breaks, lunch, and materials.

Funding Sources

Federal funds allocated to LEA's and schools for Title I, Title I School Improvement, Title II, and Title III, as well as M & O and 301 funds, may be used to pay for your team's participation in PDLA.

2009-10 Schedules of Year One Cohorts

Each cohort requires between 45 and 60 participants from at least eight teams and teams must each consist of at least four members. Training sites will depend in part on the location of participants' sponsors.

Cohort A – Phoenix area

October 2-3, 2009

November 20-21, 2009

February 5-6, 2010

March 26-27, 2010

June 14-17, 2010 Summit of all teams at the Wigwam Resort in Phoenix

Cohort B – Western Arizona

September 25-26, 2009

November 13-14, 2009

January 22-23, 2010

April 9-10, 2010

June 14-17, 2010 Summit of all teams at the Wigwam Resort in Phoenix

Cohort C - TBD

January 29-30, 2010

February 26-27, 2010

April 9-10, 2010

May 7-8, 2010

June 14-17, 2010 Summit of all teams at the Wigwam Resort in Phoenix

