

Successful PD Models

From
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Must Haves

- Teacher talk
- Time
- Personal Hands On Experience
- Complex Concepts / Ideas broken into Simple Small Manageable Pieces
- Must be part of a teacher's day
- Interactive / Collaborative
- Accountability built in
- Sustained - ongoing plan - how continued even after board organized piece is over
- Opportunities for entry at a variety of levels and times
- Consideration for the audience, the participants - New teachers, experienced teachers

Typical **Train The Trainer** = Trained trainers and untrained teachers

- Most knowledgeable capable people - 3 days as Provincial trainers
- Board trainers - 2 days
- Lead teacher from each school -1 day
- All other teachers -1 hour at staff meeting
- Those who most need it get the least amount of time

Peel Model

Principals asked to send Lead teachers

- o must be more than one from each school - at least two but consider size of school
- o choose leads that will be good leaders and organizers - communication skills
- o let principals know the intended outcome and commitment required up front
- o set up with flexible starting points so that it can fit in with their school success planning
- o leads to come to board at least 3 times and to work with colleagues back at school in between

First meeting

- o Inspirational
- o Make them feel that their participation is key both to their school but also to the board - working toward a product or an outcome together
- o Learn new strategies themselves but also materials to lead and coach others at their school
- o Leave with instructions / materials for back at school and an assignment of what needs to come back with them next time - must be completed as a team at school as a result of what they are doing in their classroom - (select what they believe would be their best examples of Level 3 work and bring those examples on the top of their pile of student work)

Second Meeting

- o Discuss what they came back with - came to consensus on best level 3 examples - talked about other levels, characteristics, scales, scoring guides, etc
- o More learning / more instructions
- o Another set of materials / instructions to use back at the school with team - select best examples of level 1, 2, 4 work to bring back

Third Meeting

- o Discuss and share their examples - come to consensus on best examples of levels - outcome = Board anchors
- o More learning -ideas for continuing process next year at their own school

Following year Parkway P S

- > Staff meetings-principal picked strand
 - o Each grade selected a task that they would all do - discussed strategies, etc
 - o Did with classes and then marked it as a team
 - o At staff meeting talked about their results and action plan - reported grades K – 6

How Do I Know this Model Worked

- > Feedback from participants outstanding - leads, team members, and principals
- > Could see, feel, and hear a difference as I visited schools and classrooms
- > **EQAO and standardized tests results shot up over 4 year period**
(11%) (17%)