

K-12 Teacher Professional Development at Partner Schools

Theoretical Framework

The teacher professional development content is guided by CEISL’s overarching Throughlines (Price et al., 2021) with underpinnings from the five principles of effective professional development (Raphael et al., 2014). The five principals are: fostering teacher agency (Au, 2013; Johnston-Parsons, 2012), addressing and learning about locally situated problems of practice (Florio-Ruane & Raphael, 2004), engaging in dialogic practices during collaborative activities (Johnston-Parsons, 2012; Pearson, 1985), content and sessions that are systemic in focus (Bryk et al., 2010; DuFour & Fullan, 2013), and learning that is sustainable over time and across contexts (Hargreaves, 2012, McLaughlin & Talbert, 2006; Fisher & Frey, 2007). Using the Throughlines (Price et al., 2021), equitable and inclusive pedagogical frameworks (Ladson-Billings, 1995; Rose & Meyers, 2001), and the effective professional development literature (e.g. Merchie et al., 2018; Mihaly et al., 2022; Raphael et al., 2014; Bryk et al., 2010; Hargreaves, 2010) a professional development framework and flow of activities for each professional development session was designed: 1) inclusive norm engagement, 2) content warm up, 3) build and connect, 4) uncover and discover, 5) synthesize and apply, 6) reflect and set goals (Waechter-Versaw et al., 2021).

CEISL’s overarching Throughlines (Price et al., 2021) that undergird the professional development content are outlined in Figure 1. The professional development focuses on specific aspects of the Throughlines: *Equitable Practices and Systems* drawing from Culturally Relevant Pedagogy (Ladson-Billings, 1995; 2009; 2014), *Multiple Ways of Knowing* using Universal Design for Learning (Rose & Meyers, 2001), and *Intentional Use of Technology* for equity and inclusion (Pollock, 2016). The remaining Throughlines were embedded throughout the professional development but were not the central focus.

Figure 1. Professional Development Content Throughlines (Price et al., 2021)



Intended Measurable Outcomes of the Teacher Network:

1. Increase teacher self-efficacy around adapting curricular materials and creating school environments that are equitable and inclusive.
2. Increase teacher self-efficacy around the use of technology for equitable and inclusive teaching and learning.
3. Build capacity in teachers regarding equitable and inclusive digital pedagogies.
4. Impact teachers' perceptions of cultural positionality and teacher dispositions about students with marginalized identities personally and within their professional practices.

Structure

Teachers meet once a month in-person to engage in the CEISL professional development curriculum, share successes, and problems of practice. They collaborate around shared problem-solving as it relates to teaching using digital, remote, and in-person pedagogies grounded in Universal Design for Learning and Culturally Relevant/Sustaining Pedagogies. The CEISL teacher engagement staff along with guest faculty members from the project facilitate the professional development. Alternatives to this group structure could be family and teacher co-led professional development (see Santamaría Graff's *Family as Faculty* model, 2021) classroom coaching cycles, grade bands or content-area groups, and teacher leadership topics for lead-teachers, department chairs, and mentor teachers.

Credentialing & Compensation

Teachers who participated in the professional development have an opportunity to earn micro-credentials (NEA, n.d.) in equitable and inclusive education with intentional use of technology via Canvas Credentials, the badging system adopted by Indiana University. Additionally, systems for converting professional development hours to PGPs are in place for continuing education and teacher licensure requirements for keeping certifications updated.

Customized Professional Development: The Cohort Model

CEISL offers two professional development paths for teachers in partner schools: 1) the CEISL standard teacher learning trajectory, or 2) a custom-made teacher learning trajectory. In the custom pathway, teachers can complete a survey to select topics of interest. The teachers are then divided into cohorts where professional development can be differentiated by teacher interest and need. A teacher engagement specialist alongside guest faculty members facilitate the cohorts. Below is an example map of a cohort model professional development map.

Session	ESSENTIAL QUESTION
1 September	Inclusion & Co-Teaching Cohort: What does inclusion and co-teaching look like at our school? Where are we at, what do we need?
	Equity Cohort: What do we mean by equity? How Do you define it?
	Intentional Technology Cohort: How can we be intentional with technology?
2 October	Inclusion & Co-Teaching Cohort: What can inclusion and co-teaching look and sound like here at Brookside?
	Equity Cohort: What role does culture have in an equitable classroom?
	Intentional Technology Cohort: What tools help to provide equitable access?
3 November	Inclusion & Co-Teaching: Part 1: How do we build inclusive practices and structures for co-teaching models?
	Equity Cohort: What does equity look like in practice?
	Intentional Technology Cohort: How do we overcome excessive standardization with technology?
4 December	Inclusion & Co-Teaching: Part 2: How do we build inclusive practices and structures for co-teaching models?
	Equity Cohort: How might students' perceptions of equity differ from the teacher's and how might we best address this?
	Intentional Technology Cohort: How does media literacy intersect with technology?
5 January	Inclusion & Co-Teaching: Part 1: How do we enact or implement our shared practices?
	Equity Cohort: What is Cultural Relevant Pedagogy and how can it help my understanding of equity?
	Intentional Technology Cohort: How can technology help with our commitment to professional development?
6 February	Inclusion & Co-Teaching: Part 2: How do we enact or implement our shared practices?
	Equity Cohort: How can my awareness of culture and equity lead to a deeper understanding of at least one other culture?
	Intentional Technology Cohort: How can technology be used to prepare for assessments?
7 March	Inclusion & Co-Teaching: Part 1: How do we reflect on if our practices are effective?
	Equity Cohort: How can I design my curriculum with an equity lens?
	Intentional Technology Cohort: When do we use technology, and when do we put it away?
8 April	Inclusion & Co-Teaching: Part 2: How do we reflect on if our practices are effective?
	Equity Cohort: What have I learned about equity and culture and how can it be used to benefit my students, their families, and beyond?
	Intentional Technology Cohort: How can we use technology to incorporate families and the community?
9 May	Whole Group: Where do we go from here? Sustaining our learning.

Standard Professional Development Maps

Level 1: Introduction to Equity, Inclusion, and Intentional Uses of Technology

Title Essential Question	Session Overview	Teacher Learning Objectives	DEH Throughlines	PD Framework What will teachers do?
<p>The Big Picture</p> <p><i>Why use a design process?</i></p>	<p>This session helps teachers design and apply the steps of planning, building, teaching, and reflecting with their current pedagogies, curricula, and instruction.</p>	<p>Understand the importance of design practices for teaching.</p> <p>Identify current practices in the design process.</p> <p>Recognize opportunities for equity and inclusion in the design process.</p>	<p>Explanation of the Design Process</p> <p>Building equity & inclusion into current realities</p> <p>Deep and transformational learning through strategic systems</p>	<p>Each PD session will activate the co-construction of understandings around specific content and empower teacher learning through the below activity structures.</p>
<p>Engaging All Learners</p> <p><i>What do we mean by inclusion?</i></p>				
<p>Understanding Ourselves and Our Students</p> <p><i>What do we mean by equity?</i></p>	<p>This session supports teachers in understanding the tenets of Culturally Relevant Pedagogies. Teachers will determine ways to infuse equitable practices into everyday classroom cultures.</p>	<p>Identify classroom practices that contribute to equitable learning environments.</p> <p>Understand what equitable practices look like.</p> <p>Recognize opportunities for equity in my own practice.</p>	<p>Deep and Transformational Learning</p> <p>Equitable Practices & Systems</p> <p>Multiple ways of knowing & doing</p>	<p>UNCOVER & DISCOVER: whole group guided activity for uncovering new knowledge.</p> <p>SYNTHESIZE & APPLY: work with new understandings in pairs or small groups.</p>
<p>The Tech Savvy in Me</p> <p><i>How can we be intentional with technology?</i></p>				

Level 2: The Equitable and Inclusive Practitioner

Title Essential Question	Session Overview	Teacher Learning Objectives	DEH Throughlines	PD Framework What will teachers do?
Where is Culture?	This session helps teachers understand their own cultural positioning and how their culture impacts their classroom culture.	Analyze how I think about my own culture and my classroom culture.	Multiple ways of knowing Empowering Families and communities	Each PD session will activate the co-construction of understandings around specific content and empower teacher learning through the below activity structures. NORMS: Set Norms for Collaboration WARM UP: priming for essential question inquiry. BUILD & CONNECT: Building Background & Connect Current Practices UNCOVER & DISCOVER: whole group guided activity for uncovering new knowledge. SYNTHESIZE & APPLY: work with new understandings in pairs or small groups. REFLECT & SET GOALS: share out within whole group, big takeaways, goals for practice.
<i>How does my own culture live in my classroom?</i>		Evaluate how my own positionality makes it into my teaching practice. Analyze how my cultural perception influences my classroom practices		
Everyday E&I	This session helps teachers uncover what types of instructional moves impact equity and inclusion in their classrooms with respect to their own dispositions, curricular materials, and instructional decisions.	Analyze equitable practices in action.	Equitable practices & systems Deep and Transformational learning	
<i>What does equity and inclusion look like in practice?</i>		Evaluate & interpret how my practices influence equity in the classroom. Create opportunities for increased equity in practice		
Media Blitz	This session helps teachers understand the various types of media and modalities for a variety of learning environments and formats related to equity and inclusion.	Developed an understanding of media, modalities, and their affordances.	Intentional uses of technology Deep and transformational learning	
<i>Does the medium matter?</i>		Teachers will distinguish between a range of media modalities (in class, web enabled F2F, fully online) Evaluate technology tools for equitable and inclusive learning environments		
Bridging Differences	In this session teachers will learn how to create learning activities and use materials that build bridges not only to the community but from the community.	Develop an assets-based approach in partnership with community.	Coalition building Empowering families and communities Intentional uses of technology	
<i>How can technology build bridges?</i>		Identify mirrors and windows within their classroom community. Identify pathways for inclusive technology decision-making		
Sustaining Our Growth	In this session, teachers will reflect on what they've learned, and set ongoing professional goals for continued learning.	Reflect on what has been learned up to now and set goals for continued professional growth.	Deep and transformational learning; Equitable systems and Practices; Intentional uses of technology; Empowering and students and families; Coalition building	
<i>Where do we go from here?</i>				



CEISL Professional Development Framework

Each professional development session will activate the co-construction of understandings around specific content and initiate teacher learning through the below activity structures.

Collaborative Norm Setting

Collective norm development occurs on the first professional development session and the norms are posted and reviewed at the beginning of every professional development session.

Warm Up Activity

Warm up activities are short in duration and are designed to engage participant interest in a topic. They are typically presented using media that connects to the topic of the professional development session.

Build and Connect

Taking an assets-based approach, CEISL makes the assumptions that educators are often already implementing some of the practices that will be covered in the professional learning. Building on what teachers are already doing, and connecting the session's content to the teachers' background knowledge helps situate the new learning and bridges current experiences to new learning in the session.

Uncover and Discover

Guided activities for constructing new knowledge involves introducing "new" content. For this portion of the professional learning, scholarly and practitioner-focused resources are share. This can include but is not limited to research articles, theoretical frameworks, and tools for building new classroom practices, or stretching to improve current practices.

Synthesize and Apply

Synthesizing and applying the new learning can take many forms. During this portion of the professional development, we aim to facilitate collaborative learning in small groups that is generative and targeted; directed at teachers' local contexts and problems of practice. This is where teachers determine what practices they are committing to shifting or trying in their classrooms.

Reflect and Set Goals

At the end of each session, we bring the whole group together for a reflective closing. Teachers have the space to share insights and takeaways, as well as voice their intentions about their goals for changing the practices derived from the session's topic.

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