Brown, Samuel

From:	Brown, Samuel
Sent:	Thursday, August 29, 2019 10:02 AM
To:	Willis D. Hawley
Subject:	Discipline PD Plan

Bill, we have updated the diagram for the discipline PL plan based on your comments, primarily to have the diagram show how the cycle of assessment/observation/evaluation leads back to improving/eliminating professional learning opportunities – with overarching organizational support for the five categories and for the cycle. So we changed it from the old diagram to this diagram and I would appreciate any feedback you have on this today – if possible

OLD DIAGRAM

NEW DIAGRAM

Samuel E. Brown, J.D., Legal Counsel
Tucson Unified School District
1010 E. Tenth St., Tucson, AZ 85719
(520) 225-6040   Fax: (520) 225-6236
samuel.brown@tusd1.org

Brown, Samuel

From:	Willis D. Hawley <wdh@umd.edu>
Sent:	Saturday, August 31, 2019 8:15 AM
To:	Brown, Samuel; Taylor, Martha; P. Bruce Converse
Subject:	Professional learning diagrams

Categories:	UNITARY

Bill, we have updated the diagram for the discipline PL plan based on your comments, primarily to have the diagram show how the cycle of assessment/observation/evaluation leads back to improving/eliminating professional learning opportunities – with overarching organizational support for the five categories and for the cycle. So we changed it from the old diagram to this diagram and I would appreciate any feedback you have on this today – if possible

OLD DIAGRAM

NEW DIAGRAMs

1.   sorry. I had commitments all day yesterday. The purpose of diagrams is to link to the text in a way that helps a person see the picture of what you're trying to do. This "organizational support" picture suggests that you have as many resources or people providing support than you have people implementing processes. Moreover, it implies that the people or resources that apply to one strategy are the same as those that apply to all. Are these things you want to convey?

2.   The second diagram involving circles is better than the original diagram because it suggests that the cycle is recursive, which is what learning involves. However, the order of things is not my understanding of how the processes of professional learning occur or should occur. So, first we have professional learning (are you going to choose between learning and development), then we have application or performance, then we have assessment of which observation is a part and then we identify strengths and weaknesses and the cycle repeats except that we are now focusing on those things that need to be improved and they become our priorities if they make a big difference. I do not understand the difference between evaluation and assessment unless were talking about student assessment (which you are not) and I do not understand how there is an outcome before there is evaluation. I reread the description of the four stages and the last three sounded very much the same.

By the way, polling teachers or administrators about whether they liked or found the professional learning experience useful is pretty much worthless. People need to understand how the new approach differs from the older ones and why (see NSF book, How People Learn). Until they see the outcomes they will think, in many if not most cases, that they already do such things. For example, in studies of the perceived efficacy of teachers' in science learning at the National Science Foundation for teachers who are among the best in the country, about 30% of what was taught was transferred to the classroom despite high evaluations by teachers of the performance of professional developers (it is ironic that the

1

more expert you are-- or think you are-- the less likely it is to think you need to change. Many teachers teach because they believe that they are making a difference. This is called, "the sanctification of goals". To be ineffective is to be immoral so things that are very different from what we actually do that will require major changes are either rejected or merged with what we already do. That is one reason why implementation is so difficult. When we characterize e the effectiveness of professional learning, without having actually tried what we presumably learned and getting feedback, we are usually talking about how entertaining and well-organized the presenter was.

So I can better understand what it is that you are proposing, it would be helpful to me to know why the diagram I suggested doesn't fit the processes that you see being undertaken in order to deliver improved professional learning. I am not saying that you need to use my diagram.

--
Willis D. Hawley
Professor Emeritus of Education and Public Policy
University of Maryland, College Park
Senior Adviser, Southern Poverty Law Center