Principal Professional Learning Series

Agenda

1. Introduction
2. Modules
3. Numbers and Feedback
4. Themes and Take-Aways
5. Intensive Transformation Cohort
6. Questions
Introduction

Through the **Tennessee Principal Professional Learning Series** (PPLS) the University of Tennessee’s Center for Educational Leadership, in partnership with the Tennessee Department of Education, offered virtual professional development related to the COVID-19 pandemic to school principals across the Volunteer State in May and June of 2020.

With financial support from Tennessee SCORE, and the collaboration of several expert national organizations, PPLS offered a unique, valuable, and collaborative learning experience for public school leaders facing an unprecedented crisis.
PPLS Structure

PPLS offered principals seven (7) Professional Learning Modules:

Phase One – Crisis Management

• Module 1 (Week of May 4) – Transition to Remote Learning
• Module 2 (Week of May 11) - Student Social Emotional Support & Wellness
• Module 3 (Week of May 18) - Leading Remotely: Leveraging Strengths & Meeting the Needs of Followers

Phase Two - Planning for the 2020-21 Academic Year

• Module 4 (Week of June 8) – Future Planning I: How Do We Know What Our Students Have Learned?
• Module 5 (Week of June 15) – Future Planning II: Personalized Learning for Students
• Module 6 (Week of June 22) – Future Planning III: Strategic Resource Planning
• Module 7 (Week of June 29) – Beyond Quarantine: Resetting School Culture & Collaboration

School Culture & Collaboration
Research and Strategies for Tennessee Principals

https://cel.utk.edu/ppls/
PPLS Structure

• The Principal Professional Learning Series offered several 90 minute virtual learning sessions for each of the seven learning modules.

• The 90 minute sessions were hosted on the Zoom video conferencing platform, and utilized several leaning modalities, including:
  
  o Recorded video presentations by expert presenters
  
  o Facilitated small group discussions in Zoom breakout rooms
  
  o Brief individual exploration of curated resources
  
  o Examination of case studies & specific school examples of promising practices.

• All PPLS Modules were recorded and are available on the Tennessee Department of Education and Center for Educational Leadership websites.
PPLS Modules

Phase One – Crisis Management

• Module 1 (Week of May 4) – Transition to Remote Learning
  - The Learning Accelerator helped frame best practices in remote learning, including an extensive purpose-built resource guide and a self-assessment rubric for schools to understand where they are in their capability for effective remote learning.
  - TLA’s Jeremy Jones joined all sessions live to provide additional insights and answer questions.

• Module 2 (Week of May 11) - Student Social Emotional Support & Wellness
  - Experts from the American Institutes for Research (AIR) presented on the research around childhood trauma and resilience, and then suggested strategies for supporting the social and emotional needs of students.
  - Valor Academy’s Todd Dickson presented on the rich SEL model their school utilizes.

• Module 3 (Week of May 18) - Leading Remotely: Leveraging Strengths & Meeting the Needs of Followers
  - The Gallup Organization’s JerLene Mosley presented findings from their extensive research on “the needs of followers” especially in a remote situation during a crisis: trust, compassion, stability and hope.
  - Strengths-based leadership was explored, including how to leverage the strengths on your team toward better learning outcomes for kids.
PPLS Modules

Phase Two - Planning for the 2020-21 Academic Year

• Module 4 (Week of June 8) – Future Planning I: How Do We Know What Our Students Have Learned?
  • AIR shared research on potential learning loss that could be seen as a result of school closures.
  • Instruction Partners presented on likely sources of information on student learning & thinking carefully about the purpose of assessment.

• Module 5 (Week of June 15) – Future Planning II: Personalized Learning for Students
  • Emily Freitag from Instruction Partners spoke on the connection between quality instruction, strong aligned curriculum, and personalizing learning for students.
  • Several case studies were introduced of schools that had successfully personalized learning for students.

• Module 6 (Week of June 22) – Future Planning III: Strategic Resource Planning
  • Education Resource Strategies introduced their “school comeback models” for academic year 2020-21.
  • David Rosenberg from ERS presented on how to organize school resources (time, people, money) to support student learning.

• Module 7 (Week of June 29) – Beyond Quarantine: Resetting School Culture & Collaboration
  • AIR and Education First presented research and frameworks around effective school culture and collaboration.
  • A case study of effective collaboration in a school Instructional Leadership Team was explored and discussed.
PPLS Outcomes

Participation

• Overall, PPLS engaged over 1,000 individual education leaders.

• This included 588 public school principals (more than one-third of all principals in the state) and over 300 assistant principals.

• Participation included more than 3,700 person-sessions, meaning each school leader participated in an average of about four learning modules.

Feedback

• An average of 95.2% of all respondents found the PPLS modules “useful” or “very useful.”

• At least 94% of respondents found each of the PPLS modules to be useful or very useful.*

• Over 97% of participants found Module #3 (Leading Remotely) and Module #7 (School Culture & Collaboration) to be useful or very useful.

* Surveys for the first two modules included an "other" option when asking about utility. Unequivocally positive "other" responses were added to the "useful" category.
## PPLS Outcomes

* Surveys for the first two modules included an "other" option when asking about utility. Unequivocally positive "other" responses were added to the "useful" category.

<table>
<thead>
<tr>
<th>Module</th>
<th>Week of:</th>
<th>Topic</th>
<th>Participants</th>
<th>Survey: % &quot;Useful&quot; or &quot;Very Useful&quot; *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>May 4</td>
<td>Remote Learning</td>
<td>788</td>
<td>93.6%</td>
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<tr>
<td>Module 2</td>
<td>May 11</td>
<td>Social Emotional Support</td>
<td>681</td>
<td>94.4%</td>
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<td>Module 3</td>
<td>May 18</td>
<td>Leading Remotely</td>
<td>588</td>
<td>97.6%</td>
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<td>Module 4</td>
<td>June 8</td>
<td>Assessment</td>
<td>577</td>
<td>94.9%</td>
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<td>Module 5</td>
<td>June 15</td>
<td>Personalized Learning</td>
<td>485</td>
<td>95.4%</td>
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<td>Module 6</td>
<td>June 22</td>
<td>Strategic Resource Use</td>
<td>350</td>
<td>95.6%</td>
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<td>Module 7</td>
<td>June 29</td>
<td>School Culture</td>
<td>242</td>
<td>97.1%</td>
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<td><strong>Average</strong></td>
<td><strong>530.1</strong></td>
<td><strong>95.2%</strong></td>
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PPLS Themes

1. Principals find great value in networking and sharing ideas right now:

“I really appreciate the support this series is providing us principals! We are all in this together and it is great to network with other professionals all around the state during this time.”

“Thank you for offering this series. I absolutely loved the small group and being able to sound off ideas from other principals around the state.”

“I loved the format and timely manner of the professional development. It was also great to share concerns, celebrations, and questions with other leaders from across the region.”

2. Time is a scarce resource, and maximizing it is appreciated:

“Thanks for the opportunity! “Bite-sized” sessions like this are SO helpful and are easy to fit into a daily schedule (especially since it’s online).”

“The 90 minutes time frame is perfect. To go longer would be difficult and shorter would have been less meaningful.”
3. Principals are concerned about the fall, seeking information, and working hard to prepare:

“This has been an excellent series. It has given me a better sense of confidence in facing the unknowns of the fall semester. Thanks again!”

“I have been very impressed with timely practicality of each session. Every topic presented has been exactly what is needed for the future of educating students with equity. I believe the videos will be revisited for further direction as we delve deeper into the planning of 2020-2021.”

“You have inspired me with so many ideas on preparing our teachers to face the challenging year ahead.”

4. Principals want more on-going support during this unprecedented time:

“I hope we can continue these sessions during the year! Our groups had so many great ideas and I would love the continued support. Please do a monthly meeting!”

“I do wish there were continuing professional learning and guidance during this next school year. It’s difficult to anticipate all of the challenges that we are sure to face.”
Intensive Transformation Cohort

- In parallel with PPLS, a small group of innovation-minded school principals (and a team from each school) were invited to deeply explore meaningful school redesign and transformation strategies to better serve students in the midst of the current public health crisis.

- Funded by Tennessee SCORE and supported by several national experts and organizations on relevant topics.

- Fifteen principals and their school teams from four school districts participated (82 individual participants).
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<tr>
<th>Week of June 8</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td></td>
<td>ITC Principals Group: Overview of ITC &amp; Framing the Challenge</td>
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<td>PPLS Module #4: Assessment &amp; Data</td>
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<td>ITC School Teams: What Problem Are We Trying to Solve?</td>
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<td>Week of June 15</td>
<td>ITC Principals Group: Leading &amp; Innovating with Coherence</td>
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<td>PPLS Module #5: Differentiation, Personalization &amp; Intervention</td>
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<td>ITC School Teams: How Can We Best Serve Our Students?</td>
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<td>Week of June 22</td>
<td>ITC Principals Group: Developing Solutions and Building Capacity</td>
<td>PPLS Module #6: Strategic Resource Use</td>
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<td>ITC School Teams: How Can We Organize Our Resources to Maximize Student Learning?</td>
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<td>Week of June 29</td>
<td>PPLS Module #7: School Culture, Collaboration &amp; Community</td>
<td>ITC School Teams: What Are We Committing To Doing?</td>
<td>ITC Principals Group: Planning for Implementation</td>
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**Intensive Transformation Cohort**
Intensive Transformation Cohort

Outcomes

• ITC Principals and their school teams had the opportunity to dig deeper on the critical topics examined in PPLS Modules 4-7.

• In addition to being exposed to additional research, strategies, practices, and frameworks, ITC school teams were able to spend considerable time together developing an aligned, coherent School Transformation Plan for the 2020-21 academic year.

• Very positive feedback, and a request to meet again before school begins. (Scheduled for 7/29/20). Final report will be available 7/24/20.

TN Principal Professional Learning Series

Questions?
Thank you for your leadership!

THE UNIVERSITY OF TENNESSEE KNOXVILLE