

Tennessee Principal Professional Learning Series (PPLS)

May / June 2020



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



Principal Professional Learning Series

Agenda

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

Examples: Hybrid/homeroom and hybrid/sp

Legend

- In-person student (purple circle)
- Remote student (white circle)
- Educator (green person icon)

Hybrid model with traditional homeroom structure

One educator

Requires a single educator to manage in-person and remote students

Two educators

Second educator may not have to be a certified teacher

Can be implemented at lower cost if remote group size increases

Hybrid model with split in-person and remote schedules

"A" day: in person

"B" day: remote

Students participate in different classes in-person and remotely.

Works well with remote class sizes that are larger than in-person class sizes.

Different teachers lead classes independently in both in-person and remote settings.

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

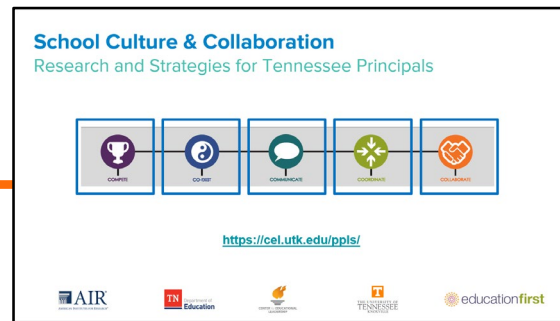
PPLS offered principals seven (7) Professional Learning Modules:

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



PPLS Structure

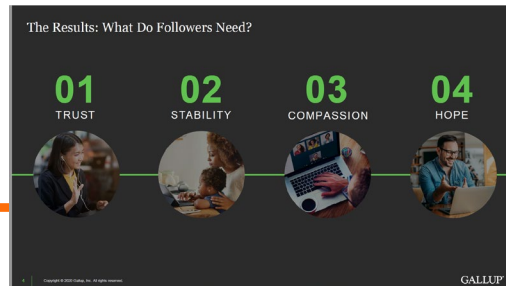
- The Principal Professional Learning Series offered several 90 minute virtual learning sessions for each of the seven learning modules.
- The 90 minute sessions were hosted on the Zoom video conferencing platform, and utilized several learning modalities, including:
 - Recorded video presentations by expert presenters
 - Facilitated small group discussions in Zoom breakout rooms
 - Brief individual exploration of curated resources
 - 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

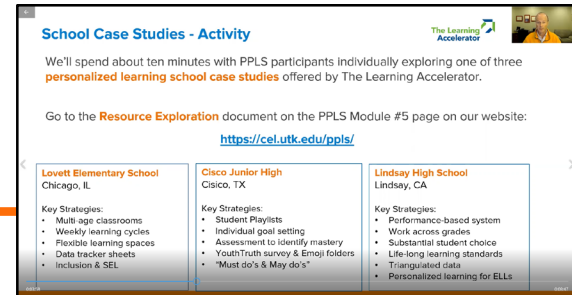
- **Module 1 (Week of May 4) – Transition to Remote Learning**
 - The Learning Accelerator helped frame best practices in remote learning, including an extensive purpose-built resource guide and a self-assessment rubric for schools to understand where they are in their capability for effective remote 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.



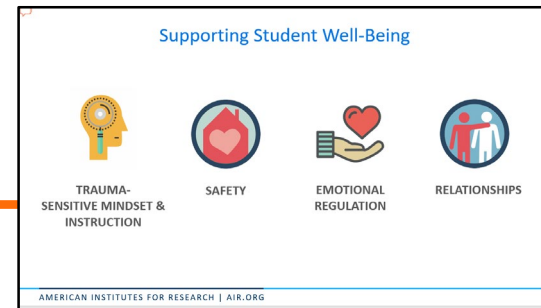
PPLS Outcomes

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.



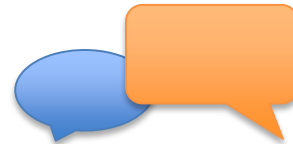
* Surveys for the first two modules included an “other” option when asking about utility. Unequivocally positive “other” responses were added to the “useful” category.

PPLS Outcomes

Module	Week of:	Topic	Participants	Survey: % "Useful" or "Very Useful" *
Module 1	May 4	Remote Learning	788	93.6%
Module 2	May 11	Social Emotional Support	681	94.4%
Module 3	May 18	Leading Remotely	588	97.6%
Module 4	June 8	Assessment	577	94.9%
Module 5	June 15	Personalized Learning	485	95.4%
Module 6	June 22	Strategic Resource Use	350	95.6%
Module 7	June 29	School Culture	242	97.1%
Average			530.1	95.2%

* 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 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."

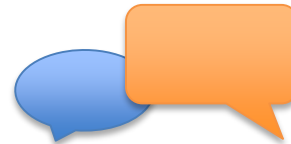
"I loved the format and timely manner of the professional development. It was also great to share concerns, celebrations, and questions with other leaders from across the region."

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."

PPLS Themes



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.”

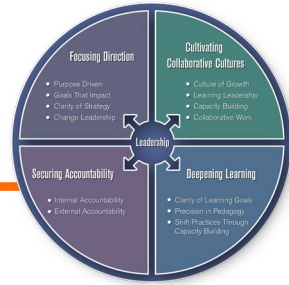
Intensive Transformation Cohort

- 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).

Intensive Transformation Cohort

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of June 8	ITC Principals Group: Overview of ITC & Framing the Challenge		PPLS Module #4: Assessment & Data		ITC School Teams: What Problem Are We Trying to Solve?
Week of June 15	ITC Principals Group: Leading & Innovating with Coherence		PPLS Module #5: Differentiation, Personalization & Intervention		ITC School Teams: How Can We Best Serve Our Students?
Week of June 22	ITC Principals Group: Developing Solutions and Building Capacity		PPLS Module #6: Strategic Resource Use		ITC School Teams: How Can We Organize Our Resources to Maximize Student Learning?
Week of June 29	PPLS Module #7: School Culture, Collaboration & Community		ITC School Teams: What Are We Committing To Doing?	ITC Principals Group: Planning for Implementation	

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!



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