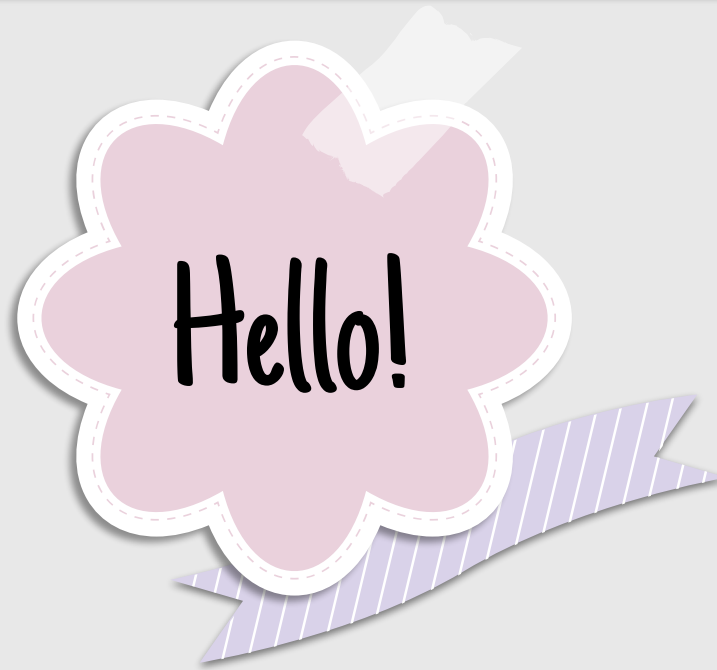


Increasing Teacher Efficacy Through Personalized Professional Learning

April 11, 2003





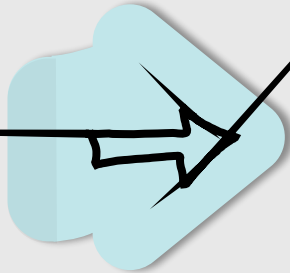
Dr. Tyneasha Banks- Principal

Team Members:

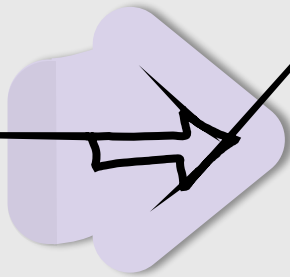
Georgia Adamson- 5th Grade Teacher

Antanecia Hannah- 5th Grade Teacher

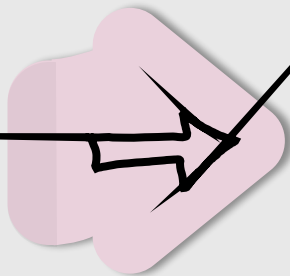
Background Leading to this Inquiry



Students were growing at a slow pace
(reading and math)

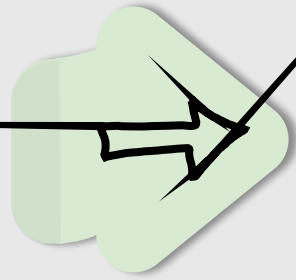


The belief that one could increase
student achievement was low



Previous instructional practices weren't
evident during instructional rounds





The Purpose of Our Inquiry

A teacher's sense of self-efficacy has been considered an important factor in shifting instruction and positively impacting student outcomes. In knowing this, we considered the potential of personalized professional learning as a stimulus for enhancing individual teacher efficacy beliefs and classroom practice.





Our Wonderings

With this purpose, we wondered how personalized professional learning could work as a stimulus for enhancing individual teacher efficacy beliefs and classroom practice.



#ActionResearch



Our Actions

1st- Principal and Team Leaders Reviewed Student Data

- ❑ Reviewed 21-22 ILEARN Reading and Math Data
- ❑ Reviewed BOY and last year's EOY IREADY Data
- ❑ PAL shared schoolwide observation data findings

2nd- Conducted A Survey

- ❑ PAL and Teacher Leaders worked together to craft teachers' survey based on inquiry

3rd- Reviewed Survey Findings

- ❑ Teacher Leaders reviewed survey findings with teachers and gather further feedback to conduct action research.



Our Actions

4th-Additional Findings Shared

- ❑ Team Leaders shared additional finding with PAL

5th- Focused AR Created

- ❑ PAL and Teacher Leaders worked together to determine AR focus based on data collected.

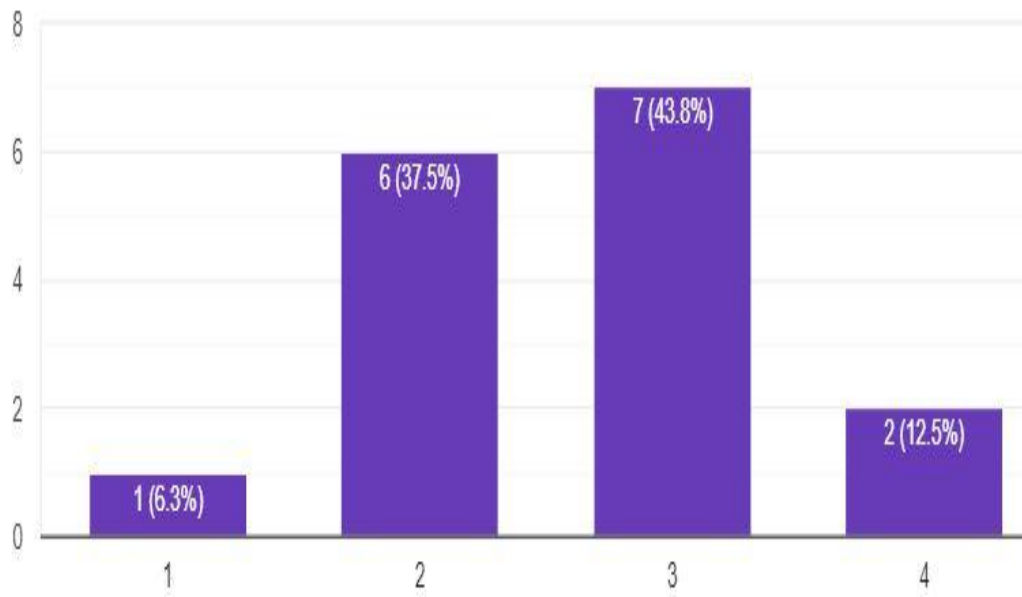
6th- Weekly Grade Level PLCs planned

- ❑ PAL created PLCs based on grade level needs and continuous feedback from teachers and teacher leaders.

Teacher-led professional development that is relevant to my instructional growth goals is available to me.



16 responses



Data Collection

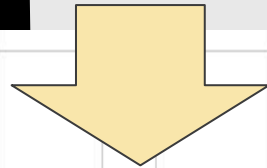
- Teacher Survey
 - Taken the 3rd week of September 2022

Google Form Staff Created Survey Results

Leading Indicator 2.5: Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Teachers/Staff 2.5

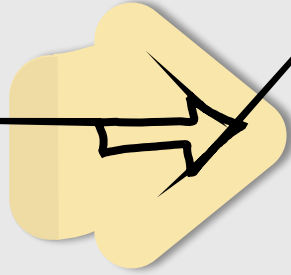
#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
2	Teacher-led professional development that is relevant to my instructional growth goals is available to me.	0.00% 0	8.33% 1	8.33% 1	66.67% 8	16.67% 2	12



Data Collection

- ❑ Teacher Survey
- ❑ Taken the 2nd week of January 2023

Marzano High Reliability Schools™ Report- HRS2 Results



Our Discoveries

Beveridge Elementary



Developing Capacity is Key.

Instead of providing blanketed strategies to implement everywhere, personalization is about developing the capacity of teams to engage in the continuous improvement process so that they can create the systems and strategies they need themselves based on their context.

Learning Statement #1

Collaboration is Key

Personalizing professional learning at its core requires the work of teams and a focus on collaborative practices.

Learning Statement #2

- ❑ Forming Staff Professional Book Club
- ❑ Introduce and Implement Instructional Rounds with the Team

Where We Heading
Next...

References

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Leadership* 28: 117-148.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Worth Publishers.

Benson, S., Dallas, P., Eller, K., & Howton, R. (2015). Personalized professional development: Rodel teacher council policy brief. Rodel Foundation of Delaware. Retrieved June 12, 2017, from <http://www.rodelfoundationde.org/wp-content/uploads/2016/11/RodelBrief4-prof-dev.pdf>





Questions?