

PCG EDUCATION'S PROFESSIONAL LEARNING PROGRAMS



Are you struggling to find **transformative, ground-breaking, measurable** and **impactful** programs that result in real change in teaching?

THE CHALLENGE

Traditional professional development has been failing educators and their students for too long. Many districts struggle to scale their professional learning so that teachers have a common language and understanding of core practices that impact student achievement.

U.S. education is facing a critical challenge. We spend \$18 billion a year on PD for teachers. Most teachers have reported their PD is “practically useless”...90% of teachers report having participated in PD in the past year, but the majority also report that it wasn’t useful (Darling-Hammond et al., 2009).

PCG’S SOLUTION

PCG’s Professional Learning Programs provide the transformation and capacity-building at scale necessary to sustain meaningful change across a school or district. Our programs provide research-based, rigorous content, instructional coaching, and expert consulting services.

From **planning** to **professional development** to **optimization** - we collaborate with district and school leaders throughout each program to support educators as they learn new strategies and concepts and apply their learning in the classroom.



PHASE 1 - PLANNING

We begin the program by collaborating with districts to:

- identify goals of the project
- set and inform policies
- create both short and long-term milestones
- define incentives for success
- customize program content
- develop facilitator and implementation guides
- create a communication plan
- deliver face-to-face and online training sessions for school leaders



PHASE 2 - PROFESSIONAL DEVELOPMENT

The professional learning program rolls out over a 12 to 14-week period. At the core of the program are PCG's online courses, developed by industry leading experts and authors.

Professional Learning Program			
12 WEEKS	Blended Learning and Personalized Coaching		
	Workshops	Collaborative Planning	Coaching
Ongoing	Personalized Learning Plans and Learning Resources		
	Collaboration Platform		

Instruction, Coaching & Practice

PCG's courses support sustained engagement through three methods:

INSTRUCTION (40%) 20 HOURS	COACHING (20%) 10 HOURS	PRACTICE (40%) 20 HOURS
<ul style="list-style-type: none"> • Video Instruction • Video modeling • Classroom demonstrations • Professional Readings 	<ul style="list-style-type: none"> • Video Coaching • Discussion & collaboration with peers • Feedback facilitated by online coaches • Facilitator's Guide 	<ul style="list-style-type: none"> • Interactive activities • Application scenarios • Mid-course project • Final capstone project • Application Toolkit

Virtual Coaching


As learners begin their coursework, they receive an introduction letter from a **virtual coach** that outlines the expectations of the course.

WELCOME

Hello Cassandra,

Welcome to your online course! My name is Joanna Smith and I will be your online coach throughout the semester. I am eager to work with you as we explore the course content and the impact it has on your classroom environment. I look forward to learning more about the connections you are making between your own professional practice and the strategies and programs shared throughout the course.

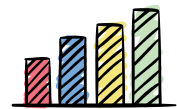
The course includes modeling of effective practice through video presentations that share high-impact strategies, expert and educator video interviews, educator



Bi-weekly Status Reports

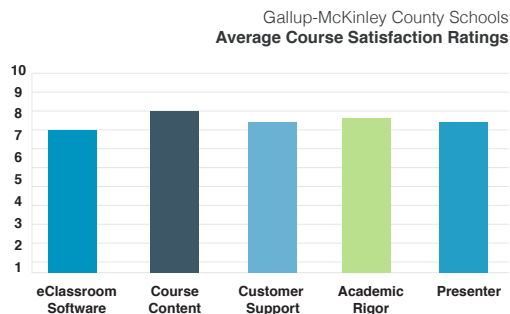
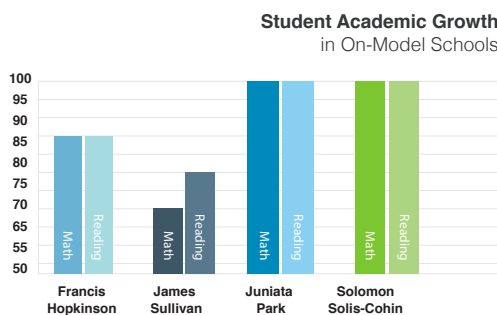
Learner progress and recommendations for increased engagement are provided to district staff to support the success of the program.

BI-WEEKLY OVERVIEW		
Number of participants		800
% who have started coursework		100%
Average % Coursework Complete		44%
Due Date	Key Reflections	This Week
10/1/18	Percent Submitted Key Reflection 1	63%
	Average Score: Key Reflection 1*	3
10/8/18	Percent Submitted Key Reflection 2	50%
	Average Score: Key Reflection 2*	4



PHASE 3 - OPTIMIZATION

Through a cycle of continuous reflection and improvement, we partner with districts and schools to conduct a program analysis and optimize continued learning from feedback received.



PCG's KDS courses adhere to a rigorous instructional design model that shows that effective PD needs to be focused, sustained, collaborative, supported by coaching, and include opportunities for feedback and reflection (Gulamhussein, 2013).

Key Guiding Principles

- ✓ Extended Duration
- ✓ Continuous Feedback
- ✓ Active Engagement
- ✓ Modeling
- ✓ Discipline Specific
- ✓ Collaboration

It takes 20 separate instances of practice on average for a teacher to master a new skill (Joyce & Showers, 2002).

PCG'S CONSULTING SERVICES

PCG's consulting services include established project management protocols, collaborative change management, and strategic implementation support. Additional wrap-around consulting services may also include hosting kick-off meetings, facilitating work sessions with stakeholder groups, and providing project evaluation services. By partnering with PCG, districts benefit from a learning program that:

- ✓ Aligns with district priorities
- ✓ Supplements existing learning programs
- ✓ Sustains a 3-5 year initiative

CONCENTRATION AREAS

PCG has the experience, flexibility, and insight to work with districts as a strategic partner to define and develop a blended learning model that will address key system priorities and support its teachers, coaches, principals, and other staff. Programs are designed to achieve large-scale, sustained instructional improvements in each of following critical areas:

- Equity
- Cultural Competency
- English Language Learners
- Diverse Learners
- Social Emotional Learning
- New Teacher Support
- Leadership Support
- Coaching Effectiveness
- Classroom Management Skills
- Data Driven Decision Making
- College & Career Readiness
- School Improvement

This course should be a part of every teacher's professional learning. It was well worth my time. It provided strategies that could be implemented easily into my practice and gave me great insight on how to begin to change my practice with my students and myself.

- Teacher, Fresno USD, CA

I design professional development workshops at my school. I was able to revisit some of the videos that are part of the online course, see the methodologies used and how to present issues effectively.

- Kalebra Jacobs-Reed, Equity Liaison, Broward County PS, FL

I was very impressed with the videos, with being able to see other people interacting and working with each other and then responding...I found all of it to be A+... I am honestly and genuinely telling you that I think it was one of the best educational experiences that I have had and I feel as if I've had a lot of good ones.

- Terry Lopez Preuss, Equity Liaison, Broward County PS, FL

Teachers rave about the training even given the intensity and workload. They are employing strategies and insights from the training into their repertoire and remark of noticeable improvement in student retention of content.

- Janice Gauthier, Director of Curriculum and Development, Everett Public Schools, MA



To learn more go to: www.educatored.com
Contact us at OnlinePL@pcgus.com

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