



By Sarah Baker-Cano

A JOURNEY OF UNDERSTANDING: EMPOWERING TEACHERS BY ADJUSTING PROFESSIONAL LEARNING DESIGN AND PRACTICES

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Abstract: Professional learning should be designed in a way that is responsive to the needs of teachers and intentionally planned with adult learning principles in mind. This article outlines one practitioner’s professional journey to redefine how professional learning is designed with best practices in adult learning in mind. Strategies utilized during this professional journey are shared within the article, along with reflections and observations. The article underscores the importance of continuously refining and adapting current professional learning practices to meet the dynamic needs of adult learners in order to forge the future of professional learning.

Keywords: adult learning principles, professional learning, teacher agency, teacher collaboration, English language arts teachers

As an educator who has been designing and facilitating professional learning for teachers for well over a decade, I have come to deeply appreciate the importance of being attuned to teachers’ needs, especially during this moment in education when they are so pressed for time. My appreciation of teachers’ needs became clearer to me through my own experience as

a new parent. Unexpectedly thrust into motherhood during a pandemic, I deeply valued the support from family and friends—from delivering meals when I couldn’t go out to mailing formula to me from across the country amid shortages. One thing I didn’t anticipate, however, was all the clothes that we would receive: new outfits, hand-me-down outfits, thrifted outfits, outfits picked up on clearance, outfits for every season of the year and for every occasion ... just nonstop outfits.

While I tried my best to graciously receive every item with appreciation, at some point I began to get nervous when I saw someone appear at our door wearing a mask and holding a bag. Juggling a newborn, household, disgruntled cat, and full-time work, I spent my remaining free time sorting through clothing, regretting not advocating for my real needs. One day while deciding what to do with an ill-timed snowsuit, it occurred to me that teachers may also have times where they feel like their needs are not being met, yet they remain silent out of a similar need to be gracious. As a professional learning designer, I reflected: Was I truly attuned to teachers’ needs or overwhelming them with more information to sift through?

This question, sparked by that experience, became the focus of my work this past academic year. My goal was simple. I aimed to empower teachers by offering them more choice within professional learning sessions to enhance their sense of agency and help them move easily into the future of teaching and learning.

Background on Professional Learning

Before developing my formal 2023–2024 professional learning plan, I realized I needed to take a step back to better understand adult learning principles and what constitutes effective professional learning. The objective was to ensure that future professional learning sessions were more thoughtfully designed and more responsive to the needs of the teachers and, ultimately, the students.

To begin this work, it was important to reflect on the current state of professional learning to create a vision for what is needed in the future. Professional learning for teachers appears to be a contentious issue in the current educational landscape, with many educators voicing dissatisfaction regarding its implementation. For example, a recent online post by the U.S. Department of Education (USDE) prompted educators to share their perspectives and experiences about the realities of summertime professional learning responsibilities. While one respondent (Nerdy Girl) cautioned that teachers should prioritize family over the demands of teaching to avoid burnout, another shared advice for educator preparation programs. “Teacher Ed programs need to inform preservice teachers about the realities of the teaching profession. Encourage balance, time management, and prioritizing” (USDE, 2023, Mr. LRC’s reply).

While the time commitment required of teachers to engage in professional learning appears to be the central concern of many discussions, the quality of professional learning also prompts vigorous debate within the field. “Scholarly efforts to identify core design features for effective teacher professional development have grown rapidly in the last 25 years” (Asterhan & Lefstein, 2023, p. 11), yet the field continues to struggle to reach consensus on the specific elements that make professional learning impactful.

For example, Sancar et al. (2021) state that effective professional learning should be “attentive to reforms, context, curriculum, and collaboration” (p. 1), yet Bradley et al. (2023) focus on the need for school leaders to shift their mindsets from “professional development” or “PD” to “professional learning” using a guiding framework (p. 57). Additionally, when the voices of teachers are included, they call for the adoption of a more collaborative approach to professional learning (Vu, 2019).

For example, one educator notes in a post on X, “If you want to fulfill the promise of high-quality professional learning, then fulfill the promise of high-quality ‘personal learning.’ This means dropping the ‘one size fits all’ mentality” (McCance, 2023, paras. 1-2). Overwhelmingly, teachers are critical of professional learning experiences that are not informed by andragogical principles and are disconnected from the realities they face in their classrooms (Gravani, 2012).

The State of Professional Learning in My Work

When I started thinking about what I desired to improve and change, I realized that I needed to keep my planning within my sphere of influence. After reviewing quantitative survey data gathered from a district-created survey in a previous school year (Course Collaboration 1 data), it was clear that most teachers reported overall positive learning experiences when attending district-level professional learning sessions. However, when sifting through qualitative survey responses, trends emerged that showed teachers were eager to adopt a more autonomous approach to their training experiences, which aligned with previous research (Butler et al., 2004).

For example, one teacher (teacher pseudonyms used to maintain participant anonymity) in that district’s survey expressed a desire for “more time to ask questions and get hands-on modeling” (Course Collaboration 1, 2022, Jane), while another teacher “wanted to learn more about virtual implementation” (Course Collaboration 1, 2022, John). Furthermore, some teachers expressed that the sessions tended to be “informational” and wanted more time to collaborate with grade-level colleagues and problem-solve together.

Since research has demonstrated that collaborative problem solving among teachers has a significant influence on student achievement (Hattie, 2009), this reiterated the importance of needing to foster collaborative models that allow teachers to “develop a shared language for talking about teaching” (Butler et al., 2004, p. 437). However, not all teachers benefit from collaboration. Johnson’s (2003) study serves as a reminder that personalized professional learning should also account for individual differences in teachers’ preferences and needs. While some teachers may thrive in collaborative settings, others may prefer more individualized support.

When digging deeper into the district’s survey responses, it was also evident that the needs of the new teachers versus the experienced teachers were distinct. New teachers appreciated the “breakdown” and “step-by-step guidance” (Course Collaboration 1, 2022, Mike) of resources and information, while experienced teachers sought opportunities to delve deeper into pedagogical practices and refine their content knowledge beyond “just the basics” (Course Collaboration 1, 2022, Molly). Since research suggests that new teachers require different support and training compared to experienced teachers (Mok et al., 2023), this indicated a need to provide personalized pathways to support teachers at different stages of their careers.

Laying the Foundation for 2023–2024 Professional Learning

Guided by the work of Webster-Wright (2009), I was

compelled to move beyond focusing on how to best design professional learning “activities” and focus more on the “fundamental question of how professionals learn” (p. 2). Knowles et al. (2005) outline core adult learning principles that indicate intrinsic motivation is a key factor in adult learning, and andragogy is best facilitated when the content is relevant, learners are self-directed, experiences are valued, and learning is timely and applicable. However, when describing each of their core principles in detail, Knowles et al. (2005) caution that “there are a variety of other factors that affect adult learning in any particular situation and may cause adults to behave more or less closely to the core principles” (p. 3).

A study conducted by Hayes et al. (2023) also supports the idea that organizational conditions shape teacher learning. Factors such as school culture, leadership support, and resource allocation can either aid teacher learning or “generate barriers to change” (Hayes et al., 2023, p. 124). Essentially, Knowles et al. (2005) and Hayes et al. (2023) underscore the importance of taking a systemic view of teaching learning.

These foundational principles helped me better understand how adults perceive learning and how they prefer to experience training. Aguilar (2016), however, encourages consideration of the following:

Knowles’s work is useful, but his ideas are really just basic good practices for teaching people of all ages. Furthermore, many of his assumptions are culturally bound: they may not be relevant among adults in other cultures, some are male-centric, and some do not take into account generational differences, which are becoming more accentuated. Furthermore, Knowles’s assumptions exist in a vacuum of power. Without considering the power structures in which learning occurs, our understandings may be shortsighted and our actions may have limited impact. (p. 188)

These caveats prompted me to begin thinking about the guideposts that I wanted to adopt moving forward. I kept returning to the idea that some of “Knowles’s assumptions exist in a vacuum of power” (Aguilar, 2016, p. 188). What did this really mean? For me, this meant that his beliefs were not really challenged by other people at that time. Now, with decades of additional research and lived experiences, we have additional information to help guide how we train adults.

This helped me align my thinking with Aguilar’s recommendations for engaging with adult learners because they “encompass what is known about brain science, learning theory, behavior and cognitive psychology, and to some extent sociology” (2016, p. 188). Aguilar’s (2016) principles for effective adult learning emphasize creating a safe, relevant, and engaging environment that allows

participants to direct their learning, apply it to real-world problems, and build upon their existing knowledge and experiences.

These principles outlined by Knowles et. al (2005) and Aguilar (2016) confirmed my approach to designing effective professional learning experiences. By reflecting on previous professional learning session artifacts and data, I found evidence supporting the idea that I prioritized safety and respect and always worked hard to provide rationale and relevance in the professional learning experiences I developed and led. In addition, I routinely tried to incorporate the opportunity for teachers to apply what they learned using a problem-centered approach. Nevertheless, there were a few areas of opportunity to consider as I designed future professional learning sessions, especially when it came to adults wanting agency in their learning.

I recognized that the teachers wanted to participate in directing their own learning. I turned to the work of Aguilar and Cohen (2022) as I contemplated what I might do to incorporate more agency within future professional learning sessions.

Adults crave autonomy and want some control over the what, who, how, why, when, and where of our learning—the key word here being *some*. To get the most out of a learning situation, adult learners need to be empowered to make some decisions. (p. 129)

Furthermore, Hall and Simeral (2008) suggest that each teacher needs “unique and special treatment” and that “it is the equivalent of educational malpractice to usher all our teachers into neat rows, robotically interacting with them with a nary of thought to the gifts they bring to their classrooms” (p. 13).

To provide teachers with the attention they need, Hall and Simeral (2008) recommend adopting a strengths-based school improvement approach that maximizes the “strengths and talents of each individual teacher” (p. 14). Teachers are “unique humans” that should be provided with individualized and unique supervision, professional learning, and evaluation supports to build their “capacity for success” (p. 14).

To deliver quality professional learning, it is crucial to understand the diverse backgrounds, experiences, and strengths that teachers bring into the classroom. In addition, professional learning needs to be reframed in a way that allows the experiences teachers have during professional learning to be considered, rather than just focusing on the delivery of professional learning (Webster-Wright, 2009). The emphasis needs to be placed on the journey teachers undergo during professional learning sessions, which empowers them to become active participants in their own

professional growth and fosters a deeper understanding and lasting impact on their teaching practices. This builds capacity for success in a meaningful way. Recognizing the need to proceed cautiously, I opted to initiate modest changes to my 2023–2024 professional learning plan and gather information to inform long-term planning.

Improved Professional Learning Courses

Who and What?

I am the Senior English Language Arts Curriculum Manager for grades 3 through 5 in a large charter school organization that operates in four states and serves over 80,000 students. In this role, I oversee the development, implementation, and evaluation of curricular products and assessments for six English Language Arts (ELA) courses across Texas and Ohio. I also design and facilitate professional learning for ELA teachers and leaders, working on the national Curriculum, Instruction, and Assessment team. The national team collaborates with regional leaders, literacy coaches, and campus administrators across the organization's complete network.

Professional learning sessions, referred to as Course Collaboration sessions, were conducted virtually on Microsoft Teams and took place before the start of each quarter. Additionally, optional monthly webinars were hosted virtually on Wednesdays after school hours.

Teachers who achieved the highest rating on the internal teacher evaluation rubric were not required to participate in professional learning sessions facilitated by the national team, but their attendance was highly encouraged. Teachers received ongoing coaching and support from national and regional leaders. As a national facilitator of teacher professional learning across regions, I have learned that fostering strong partnerships between national and regional stakeholders is key to aligning and tailoring support to ensure professional learning is relevant and responsive.

When designing professional learning agendas for the 2023–2024 school year, I had to be mindful of time constraints, as Course Collaboration days were scheduled by the national team to accommodate teachers with multiple course assignments, such as a teacher who is assigned to teach ELA and math. Whether Course Collaboration was scheduled for the entire day or for half the day, I had to share that time with other content-area curriculum managers.

It is also worth noting that a standardized district-wide survey instrument, which I cannot modify, is used to conclude each session, further reducing the time available for professional learning. Considering Vygotsky's (1962) view that learning is inherently social, and dialogue is the primary mechanism for developing knowledge, the

time constraints significantly impacted my approach to designing impactful professional learning sessions while adhering to the adult learning principles outlined by Knowles et. al (2005) and Aguilar and Cohen (2022).

In addition, as mandated by national leadership, professional learning sessions are centered on internalizing curriculum and assessments using shared protocols, frequently incorporating specific topics aligned with organizational initiatives and goals. In grades 3 through 5, we utilize the *Wit & Wisdom*[®] curriculum (Great Minds, 2024), which is a knowledge-building and educative program that is organized into modules that focus on specific topics or themes, such as cultures in conflict or outer space. Professional learning sessions are designed to help teachers deeply study and unpack these modules to effectively support students' learning.

One standout feature of the organization's professional learning strategy is the inclusion of course leaders. Course leaders are experienced classroom teachers selected through a formal application process to provide content-specific support to teachers across the network, aiding the organization in ensuring positive and impactful student outcomes. Course leaders facilitate Course Collaboration sessions in virtual settings, such as Microsoft Teams. By leveraging the expertise of accomplished teachers, my charter school is able to empower the course leaders to foster collaboration among teachers and build leadership capacity within the organization.

Initial Planning

As I began creating my professional learning plan for the 2023–2024 academic year, I sketched out a preliminary plan to consider where there might be opportunity to include more differentiation and choice for teacher participants. One tool I found helpful was Hunziker's (2010) checklist for effective professional development. The checklist "can be used to assess any professional learning activity in terms of its alignment to the needs of adult learners" (p. 178).

I found myself focusing specifically on the first section of the checklist in order to inform my planning approach. For example, one question on the checklist is, "Does it integrate teacher input and allow teachers to make choices?" (Hunziker, 2010, p. 179). If the answer was *yes* or *partly*, then I was headed in the right direction. If the answer was *no*, I needed to adjust my plan to be more supportive. The overarching goal was to make professional learning more "meaningful for teachers than a 'one shot,' 'sit and get' presentation-style workshop" (Hunziker, 2010, p. 179).

Figure 1 illustrates the initial plan I drafted with consideration of certain guardrails. The proposed schedule outlines the required district topics alongside

areas I felt held opportunities for choice and self-directed professional learning. The overarching goal was to craft a comprehensive plan that blended district mandates with self-directed components, cultivating an environment that fosters teacher autonomy and agency.

During the initial planning phase, I discovered that what I once perceived as obstacles, like being limited to a virtual learning environment, presented opportunities when approached through a new lens. These challenges pushed me to find ways to be more innovative and stretch beyond traditional approaches to professional learning design.

Testing the Waters

The first opportunity to test this new approach to professional learning occurred during the first Course Collaboration session. While much of the time focused on curricular updates and training around a new scope and sequence pacing calendar, the remaining time was designed in a manner that supported one of the core principles of andragogy—differentiation. Since the audience included many returning teachers, the learning path needed to look different from learning for new teachers. Therefore, part of the agenda included time when new teachers were sent in one direction and returning teachers were sent in another direction. Appendix A provides an example to illustrate new teachers’ tasks during Course Collaboration 1 while

Appendix B shows what returning teachers completed during this time.

All teachers completed a self-paced HyperDoc assignment that was designed for their specific circumstance. Generated from ideas gathered from Affinito (2018), the assignment focused on a redesigned professional learning opportunity that used digital tools to invite participation and collaboration. Within these digitally created assignments, teachers had the opportunity to collaborate and apply their learning to job-embedded activities.

The HyperDoc assignment for new teachers aimed to help them understand the value of classroom discourse, recognize opportunities for incorporating it into lessons, and practice annotating lessons to highlight instances of classroom discussion. This work was shaped in a manner to ensure that it connected back to new teacher training sessions. The HyperDoc assignment for returning teachers was designed to help returning teachers understand and apply the updated module and lesson internalization processes created by the district. By differentiating learning paths, the aim was to be more responsive to the diverse needs of the teachers while also encouraging collaboration and learning, thus supporting adult learning principles.

After this training, the comments left on the collaborative discussion boards were reviewed. Upon analyzing each

COURSE COLLABORATION 1 Quarter 1 - August 2023	District Requirements: Scope & Sequence Training, Review Updated Internalization Protocols, Quarter 1/Module 1 Internalization
<ul style="list-style-type: none"> • Teacher Choice Opportunities: New teachers will have already unpacked the internalization protocols during New Teacher Institute. Therefore, new teachers and returning teachers will have a differentiated learning path incorporated into the overall agenda through the use of a HyperDoc assignment. Workshop time will include a choice board that outlines a required task (e.g., module 1 prep) and optional tasks (e.g., pedagogical study and culture week prep). 	
COURSE COLLABORATION 2 Quarter 2 - October 2023	District Requirements: Writing Rubric Norming & Calibration, Quarter 2/Module 2 Internalization
<ul style="list-style-type: none"> • Teacher Choice Opportunities: This session will be limited due to time constraints (half-day); however, content-area collaboration opportunities will be included throughout the rubric norming and calibration session (e.g., teachers work with their grade-level peers and course leaders in virtual breakout rooms to deconstruct their state informational writing rubric [Texas or Ohio] as they work with student writing samples). 	
COURSE COLLABORATION 3 Quarter 3 - January 2024	District Requirements: Strategies to Support Editing & Revising, Quarter 3/Module 3 Internalization
<ul style="list-style-type: none"> • Teacher Choice Opportunities: Teachers will have the opportunity to participate in grade-level breakout sessions on Microsoft Teams. Workshop time will include a choice board that outlines a required task (e.g., unpack argumentative writing success unit) and optional tasks (e.g., author’s chair planning and professional article study and Padlet discussion). 	
COURSE COLLABORATION 4 Quarter 4 - March 2024	District Requirements: STAAR & OST Success Unit Information/Internalization
<ul style="list-style-type: none"> • Teacher Choice Opportunities: After participating in a session focused on the upcoming success units, teachers will have the opportunity to self-select a learning path of their choice depending on their individual needs (e.g., virtual breakout session). Workshop time will include independent work time and the opportunity to attend an optional Zoom session facilitated by Curriculum Associates/i-Ready. 	
WEDNESDAY WEBINARS	District Requirements: Topics to be determined based on district data and in-field observations (e.g., teachers worked with their grade-level peers and course leaders in virtual breakout rooms to score short constructed responses and create exemplar responses. Teachers also unpacked upcoming standards to address possible misconceptions in future lessons).
<ul style="list-style-type: none"> • Teacher Choice Opportunities: Attend virtual office hours to internalize upcoming lessons and assessments along with course leader and grade-level colleagues; analyze district data and student work samples. 	

Figure 1. 2023–2024 Preliminary Professional Development Plan, Grades 3–5, English Language Arts Teachers

Padlet, the high level of engagement and insightful contributions from participants was striking. The teachers offered thoughtful suggestions and shared relevant experiences that enriched the discussion.

The new teachers' responses, in particular, highlighted their understanding that the process of lesson internalization and annotation is highly individualized, as it depends on each teacher's unique perspectives, experiences, and teaching styles. Comments gathered from the new teacher Padlet discussion board included the following:

As a new teacher, seeing these annotated lessons [was] very helpful and informative to me. By planning out how many students to call on and how to guide the discussion, they not only are able to meet their time markers but maintain productive discussion within the classroom. Specifically, the task 1 lesson annotations were so detailed! I plan to use their color-coding method to highlight and make notes on my own lesson plans to better guide the lesson and account for any possible reroutes. (Course Collaboration 1, 2023a, Jane)

As a new teacher, I got to see two different ways in which to annotate, and I do believe it comes down to what helps that educator understand it the best to their ability. I gained helpful tips from both, but I did like the second teacher's annotations a bit more. I liked how they edited the script to how they would prefer it along with a timestamp for the think-pair-share. I feel as though I would utilize those in my own [classroom]. (Course Collaboration 1, 2023a, John)

Furthermore, upon reviewing the comments shared by the returning teachers, it was evident that they demonstrated an eagerness to engage in collaboration and contribute to the reciprocal dissemination of concepts and strategies. The problem-centered approach seemed to resonate, as participants focused on real challenges they face in their work and brainstormed practical solutions together. Some comments gathered from the returning teacher Padlet discussion board included the following:

The students will enjoy and love the books if the teacher shows the enthusiasm of teaching. This comes from taking in the lesson, internalizing all that is needed to make sure that not only is it being taught rigorously but full of joy. Lesson internalization begins with becoming a sponge just as you wish your students to be. (Course Collaboration 1, 2023b, Karl)

In order for the students and teacher to be successful year round, it is crucial to internalize what is going to be taught in order to meet the needs of ALL students. This will allow us to close gaps while promoting student engagement. It also helps teachers be prepared, refreshed on skills, and ready to know what to look for. (Course Collaboration 1, 2023b, Kathy)

“By understanding the varying backgrounds and proficiencies of the teachers, more informed decisions could be made to plan future professional learning initiatives that would optimally support their growth and ultimately enhance student outcomes.”

Crafting separate activities tailored either for new or for returning teachers allowed for targeted support and development opportunities that aligned with their respective levels of experience and familiarity with the district curriculum. This differentiated approach to professional learning not only ensured that teachers received relevant and meaningful training, but it also served as an effective way to gather informal data on their unique learning needs at the start of the academic year. By understanding the varying backgrounds and proficiencies of the teachers, more informed decisions could be made to plan future professional learning initiatives that would optimally support their growth and ultimately enhance student outcomes.

For example, some new teachers wanted to know more about how to manage classroom discussions, while returning teachers had questions focused around addressing misconceptions during lesson delivery. This insight helped me identify areas to address in Wednesday webinars and when partnering with regional leaders and coaches.

Throughout the year, I continued to incorporate more opportunities for teachers to self-direct their learning, especially through the use of choice boards. In addition, I included specific facilitation moves within each professional learning session to encourage participation and promote accountability.

For instance, I made sure to pause and to use digital polls throughout professional learning sessions to gauge understanding and to see what teachers were opting to select during choice time. This revealed what learning topics teachers were selecting, while also reiterating to them that they had the opportunity to choose their own learning path. These choices were also shared with campus managers and leaders to reflect on how we might best provide ongoing support with session objectives. While Aguilar and Cohen (2022) underscore the significance of “honoring adult agency” by trusting those we teach (p. 130), making these

moves demonstrated to teachers that I was working towards shifting the dynamics of power towards them so they had more agency over their professional learning.

During the last professional learning session, teachers were able to *choose their own adventure* after receiving updates and information about an upcoming unit. Survey responses from Spring 2024 revealed that teachers appreciated the opportunity to choose their own path and have flexibility in their learning. One teacher noted that they appreciated the opportunity to elect to “work independently rather than in a group since I needed more time to process the information that we received” (Course Collaboration 4, 2024, Mike), which aligns with some of the findings supported by Johnson (2003).

However, most teachers expressed that they appreciated the time to collaborate with grade-level colleagues and course leaders. Returning teachers also voiced a desire to concentrate more on pedagogical content knowledge rather than focusing mainly on curricular implementation, while new teachers were eager to dive deeper into understanding curricular materials. This, again, reiterated the importance of scaffolding content for new teachers, as recommended by Grossman and Thompson (2008), and underscores the benefit of intentionally structuring agendas and professional learning plans in a way that prioritizes differentiation and collaboration.

Moving Forward

As I look forward to forging the future of professional learning, my goal is to continue to refine and adjust how I design professional learning experiences for teachers by focusing on the unique needs of adult learners. Although some professional learning requests I receive may not align with district initiatives and best practices, like teaching literacy skills in isolation, I can better support teachers by taking a more comprehensive approach to understanding their point of view. Establishing robust feedback loops will be critical in achieving this, as the teachers’ voices and perspectives can help guide my work in that direction. Using an intentional, evidence-based approach to evaluating professional learning (Guskey, 2000), the goal is to continue to refine learning experiences for teachers and help them feel more equipped to adapt as the needs of literacy learners evolve in the future.

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Appendix A

Course Collaboration 1: HyperDoc Assignment for New Teachers

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Explore

Objective: Participants will learn more about classroom discourse by reading a text to gather additional background information about classroom discourse.

Directions: Read this background information on classroom talk.

Classroom discussion is a time within a lesson in which students are invited to share their thinking with one another through partner, group, or classroom interactions.

Classroom discussions:

- help students process their learning,
- allow students to learn from one another,
- encourage students to practice using academic language, and
- help students build connections with one another.

Wit & Wisdom[®] lessons include frequent opportunities for students to engage in classroom talk through the use of regular instructional routines (e.g., Think–Pair–Share) and Socratic Seminars. When internalizing lessons, it is important to make note of where these speaking and listening opportunities occur and how they should be executed during instruction.

Explain

Objective: Participants will identify where classroom discussion is incorporated within an annotated lesson in order to gain techniques to use as they annotate lessons..

Directions:

- Click here to access a collaborative Padlet.
- Complete the tasks as outlined on the Padlet in sequential order.
- Please respond and/or react to at least one other comment posted on the Padlet.

Apply

Objective: Participants will continue to unpack lessons using the lesson internalization process.

Directions:

- Please return to the lesson you began internalizing during New Teacher Institute.
- Review the lesson closely to see where classroom discussion occurs.
- Reflect on whether or not you made an annotation when classroom discourse is scheduled to occur during the lesson. If not, add an annotation to your document that calls attention to that instructional routine.

Criteria for Success

- ✓ I read the background information shared above to gain more information about classroom discourse.
- ✓ I completed the Padlet tasks and responded and/or reacted to at least one other comment posted on the Padlet.
- ✓ I referenced Lesson 1 of Module 1 to refine my annotations by focusing on classroom discourse.

Appendix B
Course Collaboration 1: HyperDoc
Assignment for Returning Teachers

Explore

Objective: Participants will read and annotate the updated module and lesson internalization processes.

Directions:

- Please download the updated module internalization process.
- Please download the updated lesson internalization process.
- Read and annotate the documents. Please note that these documents are also available on the Curriculum Corner inside the “Instructional Tools” folder.
- As you read, keep the following questions in mind to help frame your thinking:
 1. How are these processes similar to the protocols you have used in the past?
 2. How are these processes different from the protocols you have used in the past?
 3. What materials will you need as you use these processes for planning?
 4. What impact does module and lesson internalization have on student outcomes?

Explain

Objective: Participants will assess their understanding of the new internalization processes.

Directions:

- Click here to access a collaborative Padlet.
- Respond to at least 2 of the 4 questions posted on the Padlet. Please click on “Add comment” to post your response.
- Respond and/or react to at least two other comments posted on the Padlet.

Apply

Objective: Participants will begin to apply what they learned by using the new internalization processes as they prepare for Quarter 1 instruction.

Directions: Continue or begin internalizing Module 1 for your grade level using the updated process

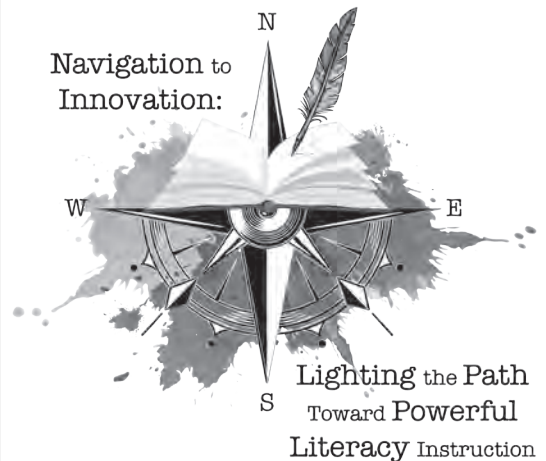
Note: If you have previously unpacked the module using another protocol, some actions may be things that you have already done (e.g., read core texts). Or some actions may be things that you need to do (e.g., take the End-of-Module assessment).

Criteria for Success

- ✓ I downloaded, read, and annotated the updated internalization documents.
- ✓ I responded to at least two questions on the Padlet and responded and/or reacted to at least two other comments.
- ✓ I started or continued to internalize Module 1 using the updated module internalization process.

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