



***Transforming Professional Learning
Structures :
A Statewide Approach***

ED WEEK

January 28, 2016

11:00 – 12:00



Agreements

- **A** ccept responsibility
- **E** ngage fully
- **I** ntegrate your learning
- **O** pen your mind
- **U** nite in single purpose

Who Are We?



Jane Chadsey
Vice President
Educurious

President
Learning Forward Washington



Ellen Hopkins
WA-TPL Project Coordinator
Past President
Learning Forward Washington

Who Are We?



MEDICAL LAKE SCHOOL DISTRICT ADMINISTRATION

Timothy Ames
Superintendent

Medical Lake School
District

Kimberly Headrick
Director of Teaching
and Learning

Medical Lake School
District

Ann Everett
Director CTE/STEM
and Special
Education
Medical Lake School
District

Learning Targets

- ▶ Understand a state context and frame; regional and local structures; and opportunities and resources to support professional learning at all levels
- ▶ Learn about tools available to help state, district and building leaders develop a comprehensive professional learning system
- ▶ Learn of the approach implemented by one Washington school district, Medical Lake.



A photograph of graduates in orange and black gowns hugging at a graduation ceremony. The scene is filled with people in similar attire, some looking towards the camera and others engaged in conversation. The lighting is warm, typical of an indoor event.

Washington's Vision for Education

Every Washington public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.

Class of 2011: Bridgeport High School

Standards Implementation in Washington State

Our Vision: Every student will have access to state learning standards through high quality instruction aligned with the standards every day; and **every educator is prepared and supported** to implement the standards effectively in their classrooms every day.

Our Purpose: To develop a **statewide system** with resources that supports all school districts in their preparation of educators and students.

Building Educator Capacity is KEY

“The dramatic shift in teaching prompted by the common core will require practical, intensive, and ongoing professional learning – not one-off “spray and pray” training that exposes everyone to the same material and hope it sticks.”

~Stephanie Hirsh, Learning Forward (2011)

WA-TPL Theory of Action

IF OSPI, in partnership with ESDs and other professional associations and education agencies, develops the capacity of education leaders at the district level, through the use of resources, a focus on student and educator standards, AND

Build Capacity
Grounded in
Standards

IF districts establish conditions, resources, and supports for educator effectiveness grounded in student and educator standards, AND

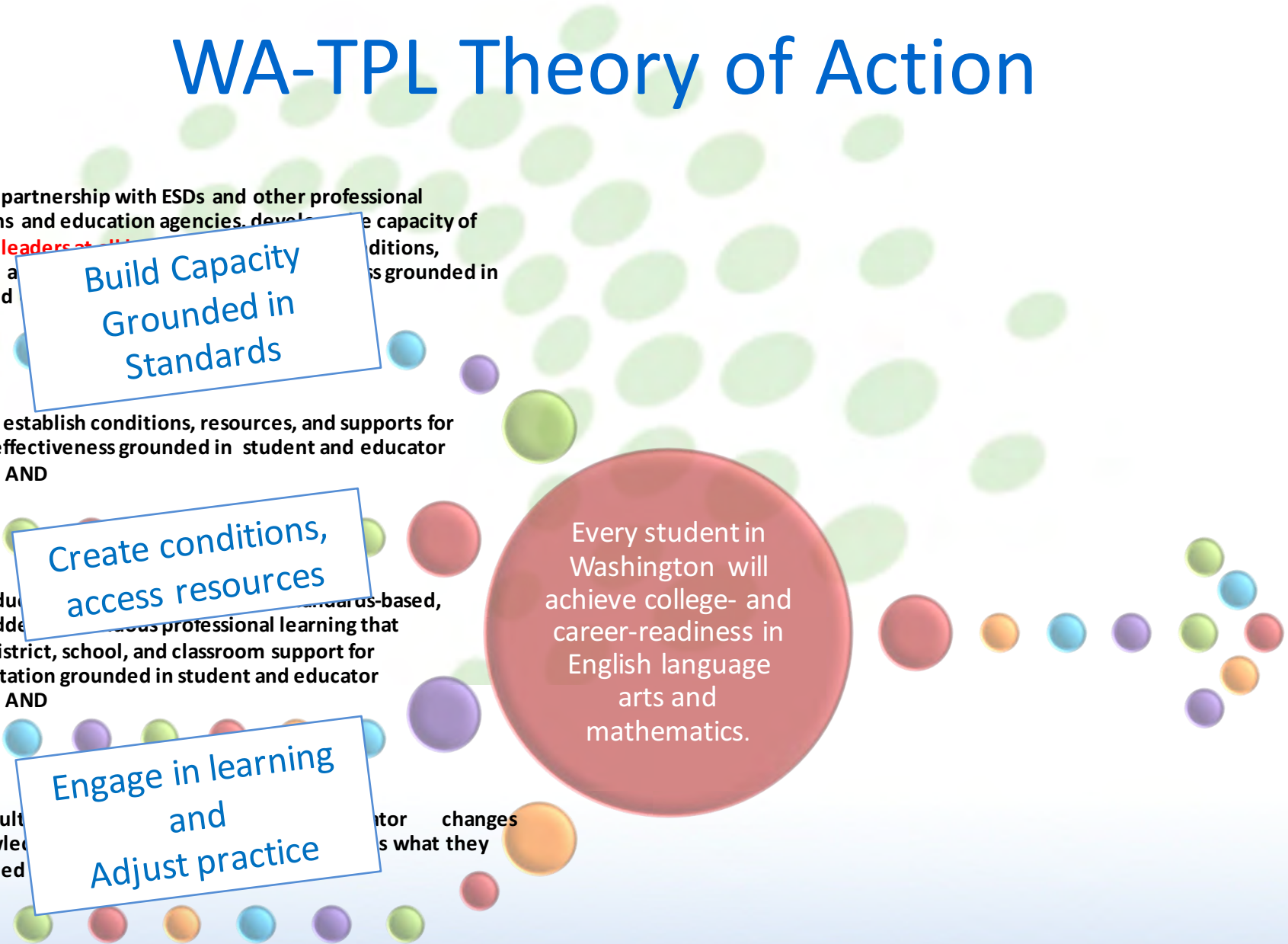
Create conditions,
access resources

IF every educator has access to standards-based, job-embedded, ongoing professional learning that includes district, school, and classroom support for implementation grounded in student and educator standards, AND

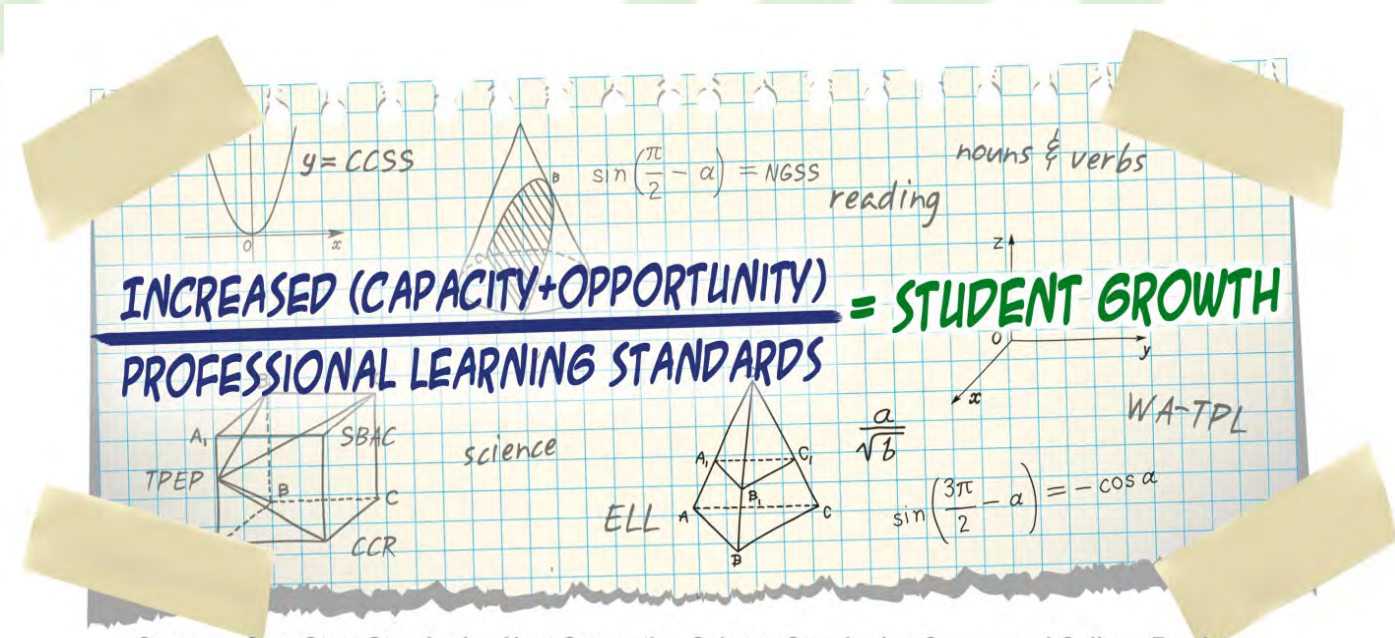
Engage in learning
and
Adjust practice

IF, as a result of the previous conditions, educator changes what they do in the classroom, AND

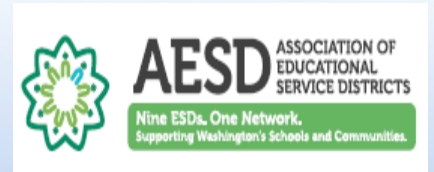
Every student in Washington will achieve college- and career-readiness in English language arts and mathematics.



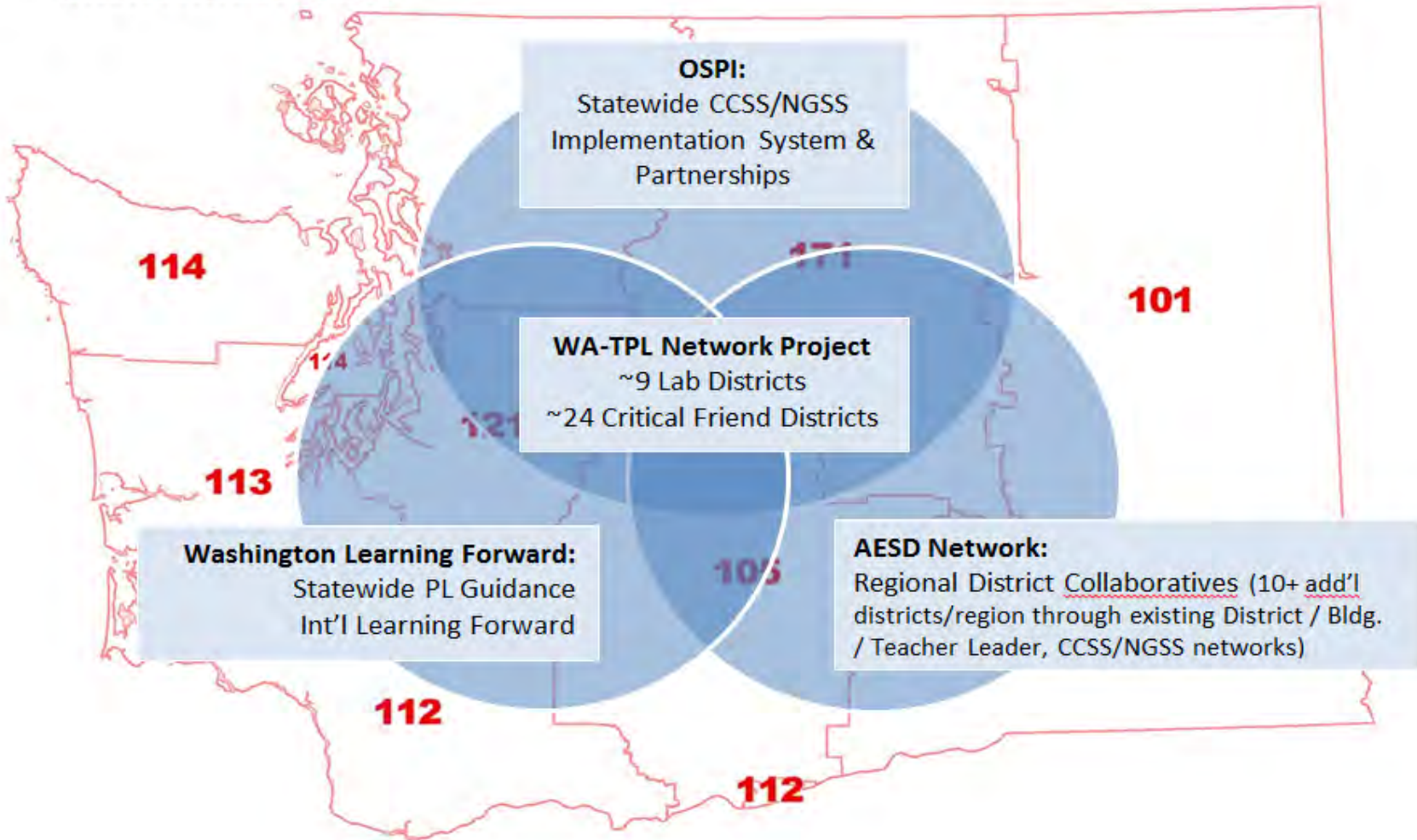
The Basics in Washington State



Common Core State Standards • Next Generation Science Standards • Career- and College-Ready Smarter Balanced Assessment Consortium • Teacher and Principal Evaluation



WA-TPL Project Structure:



Lab District Commitments

- Readiness to develop and implement a vision for teaching, learning, leading and professional learning for full and deep implementation of CCSS addressing the academic achievement of all students
- Develop a district comprehensive professional learning plan that is based in professional learning standards
- Serve as a learning laboratory for other districts wishing to create similar comprehensive professional learning systems



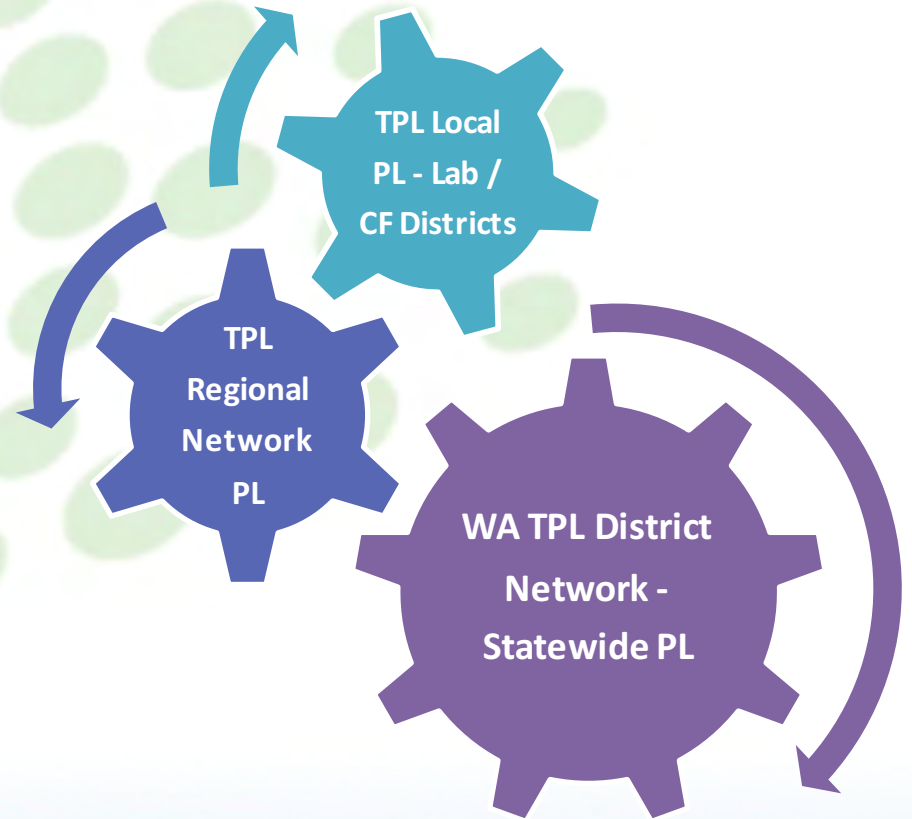
Critical Friend District Commitments

- Participate in support of the regional lab district in development of a comprehensive professional learning plan that is based in professional learning standards.
- Implement processes, products, resources and tools within the Critical Friend District as appropriate and provide feedback.



Professional Learning Infrastructure

1. State professional learning events - 2x/year
2. Regional professional learning events - monthly
3. Local professional learning - ongoing
4. WA-TPL coaching of lab districts - ongoing

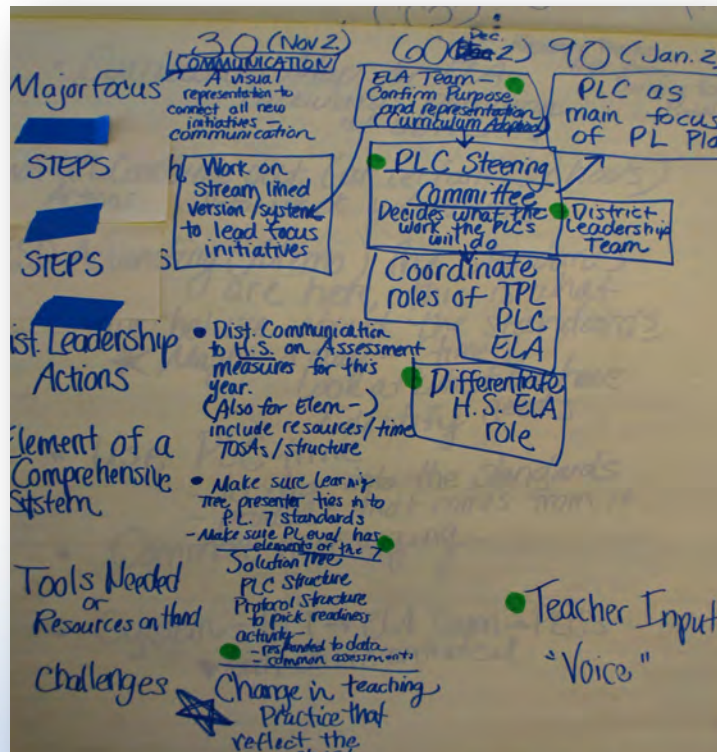


Statewide Professional Learning

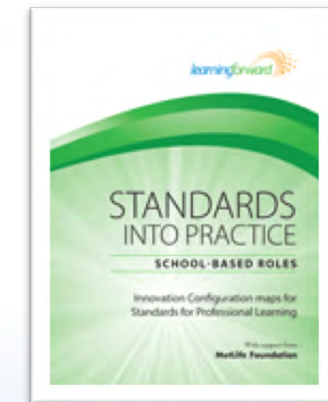
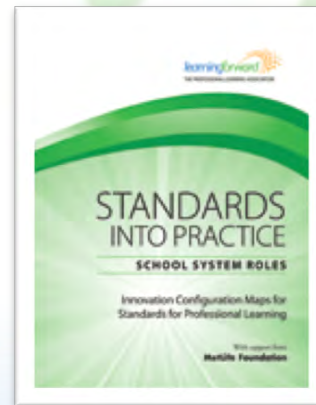
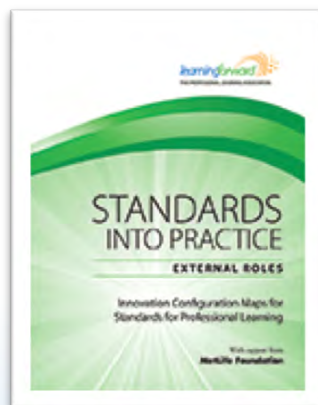
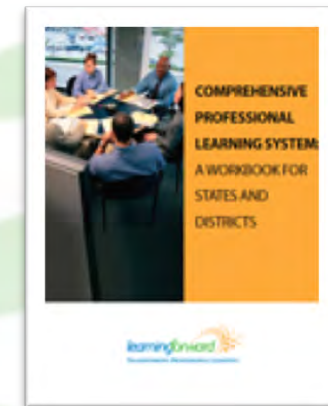
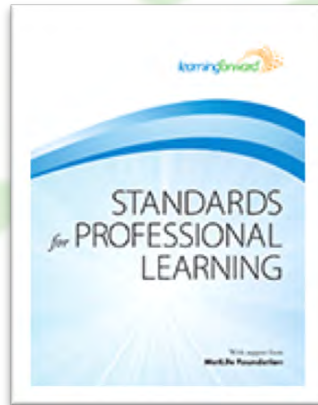


Regional & Local Professional Learning

- Monthly
- Lab District Site or other location

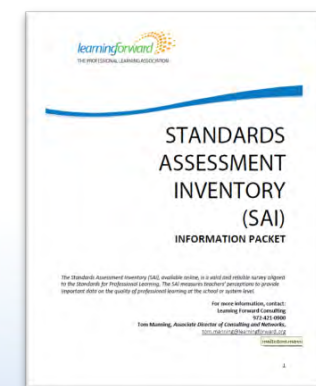
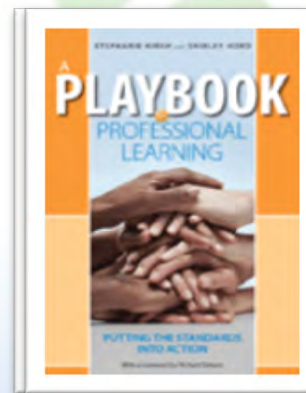
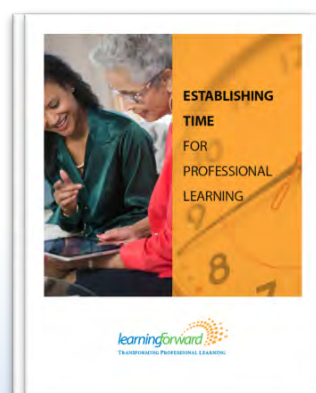
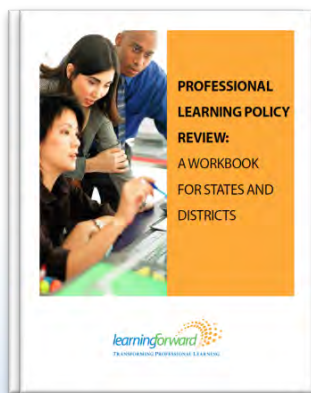


Learning Forward Core Resources



Additional Resources

- Professional Learning Policy Review: A Workbook
- Establishing Time for Professional Learning
- A Playbook for Professional Learning
- SAI2 Information Packet



Voices from Washington



<https://www.youtube.com/watch?v=Q2ZZkT1P188>

PUTTING THE PUZZLE TOGETHER- Timeline

- **Problem of Practice ~ October 2014**
- **Medical Lake Problem of Practice Framework ~ December 2014**
- **Building the team ~ October 2014-June 2015**
- **District Summer Institute ~ June 2015**
- **WA TPL Summer Conference ~ June 2015**
- **Summer 30-60-90 Planning Meeting ~ August 2015**
- **Staff Orientation ~ September 2015**
- **Leadership Teams with focus based on data ~ September – October 2015**

Building the Team

- Administrators ~ October 2014 – December 2014
- Teachers ~ December 2014 – April 2015
- School Board Adopted Professional Learning Standards ~ January 2015
- Paraprofessionals ~ April 2015 – June 2015
- Schoolwide Leadership Teams ~ September 2015

PROFESSIONAL LEARNING

Every student... everyday!

“Leaders of professional learning are found at the classroom, school, and system learning.”

“Systems that recognize and advanced shared leadership promote leaders from all levels of the organization.”

Learning Forward 2011

DEFINITION

Professional learning is a continuous and comprehensive process that empowers our professional community with the necessary skills, resources, and time to collaborate and reflect; which results in raising achievement.

COMPONENTS

Learning is driven and focused by the analysis of student learning and need. ~ *Data Driven*

Educators, identify, seek, and utilize appropriate expertise, knowledge, skills, and behaviors responsive to student need. ~ *Teacher Driven*

Is a process which is embedded in daily practice and sustainable over time. ~ *System Driven*

Educators share collective responsibility for all students with the school and the school system. ~ *Ownership Driven*

If we develop a system focused on
Professional Learning Standards

Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes
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Informed by:

Instructional Framework

Danielson
CCSS/WLS
NGSS/STEM

Leadership Framework




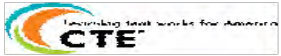

AWSP
CCSS/WLS
NGSS/STEM

Accounting for building needs
(Elementary K-5 Reading/Math, MS Focus, HS Accreditation, AltHS Project-Based)

Then we will
Increase Educator Effectiveness and Results for ALL Students

Criterion 1	Criterion 2
<p>Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.</p>	<p>Providing for school safety.</p>
<p>1.1: Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching 1.2: Engages in essential conversations for ongoing improvement 1.3: Facilitates collaborative processes leading toward continuous improvement 1.4: Creates opportunities for shared leadership</p>	<p>2.1: Provides for physical safety. 2.2: Provides for social, emotional and intellectual safety</p>
Criterion 3	Criterion 4
<p>Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements</p>	<p>Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals</p>
<p>3.1: Recognizes and seeks out multiple data sources 3.2: Analyzes and interprets multiple data sources to inform school-level improvement efforts 3.3: Implements data driven plan for improved teaching and learning 3.4: Assists staff to use data to guide, modify and improve classroom teaching and student learning 3.5 (SG 3): Provides evidence of student growth that results from the school improvement planning process</p>	<p>4.1: Assists staff in aligning curricula to state and local district learning goals 4.2: Assists staff in aligning best instructional practices to state and district learning goals 4.3: Assists staff in aligning assessment practices to best instructional practices</p>
Criterion 5	Criterion 6
<p>Monitoring, assisting, and evaluating effective instruction and assessment practices</p>	<p>Managing both staff and fiscal resources to support student achievement and legal responsibilities</p>
<p>5.1: Monitors instruction and assessment practices 5.2: Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness 5.3: Assists staff in implementing effective instruction and assessment practices 5.4: Evaluates staff in effective instruction and assessment practices 5.5 (SG 5): Provides evidence of student growth of selected teachers</p>	<p>6.1: Managing human resources (assignment, hiring). 6.2: Managing human resources (ongoing professional development) 6.3: Managing fiscal resources 6.4: Fulfilling legal responsibilities</p>

STUDENT PRACTICES ACROSS LEARNING STANDARDS AND SKILLS FRAMEWORKS IN K-12 EDUCATION

<p>http://www.k12.wa.us/Science/NGSS.aspx</p> 	<p>www.k12.wa.us/CoreStandards/</p>  		<p>www.careertech.org/career-education/cctc/info.html</p> 	 <p>www.p21.org/overview/skills-framework</p>
<p>Science and Engineering Practices</p> <ul style="list-style-type: none"> S1. Ask questions (for science) and define problems (for engineering) S2. Develop and use models S3. Plan and carry out investigations S4. Analyze and interpret data S5. Use mathematics and computational thinking S6. Construct explanations (for science) and design solutions (for engineering) S7. Engage in argument from evidence S8. Obtain, evaluate, and communicate information 	<p>Mathematical Practices</p> <ul style="list-style-type: none"> M1. Make sense of problems and persevere in solving them M2. Reason abstractly and quantitatively M3. Construct viable arguments and critique the reasoning of others M4. Model with mathematics M5. Use appropriate tools strategically M6. Attend to precision M7. Look for and make use of structure M8. Look for and express regularity in repeated reasoning 	<p>English Language Arts Practices/Portraits</p> <ul style="list-style-type: none"> E1. Demonstrate independence E2. Build strong content knowledge E3. Respond to the varying demands of audience, task, purpose, and discipline E4. Comprehend as well as critique E5. Value evidence E6. Use technology and digital media strategically and capably E7. Understand other perspectives and cultures 	<p>Career Ready Practices</p> <p>Act as a responsible and contributing citizen and employee.</p> <ul style="list-style-type: none"> 1. Apply appropriate academic and technical skills. 2. Attend to personal health and financial well-being 3. Communicate clearly, effectively and with reason. 4. Consider the environmental, social and economic impacts of decisions. 5. Demonstrate creativity and innovation. 6. Employ valid and reliable research strategies. 7. Utilize critical thinking to make sense of problems and persevere in solving them. 8. Model integrity, ethical leadership and effective management. 9. Plan education and career path aligned to personal goals. 10. Use technology to enhance productivity. 11. Work productively in teams while using cultural/global competence. 	<p>21st Century Skills</p> <ul style="list-style-type: none"> 1. Learning & Innovation Creativity and innovation Critical thinking and problem solving Communication and collaboration 2. Information, Media and Technology Information literacy Media literacy Information, communications and technology literacy 3. Life and Career Flexibility and adaptability Initiative and self-direction Social and cross-cultural skills Productivity and accountability Leadership and responsibility <p>Core Subjects and 21st Century Themes</p> <p>Global awareness Financial, economic, business and entrepreneurial literacy Civic literacy Health literacy Environmental literacy</p>

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child and adolescent development
 - Learning process
 - Special needs
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students, including both words and actions
 - Student interaction with students, including both words and actions
- 2b Establishing a Culture for Learning**
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations
 - Monitoring student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Noninstructional records
- 4c Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school and district projects
 - Involvement in culture of professional inquiry
 - Service to the school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school and district regulation

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

Danielson
4e. participating in PLC
2e. safety & accessibility
3d. data practice
3e. best practice
3f. assessment
3g. resources
3h. mgt.

All standards
content shifts
Instruction

All standards
content shifts
Assessment
Reflection

All standards
content shifts
Planning

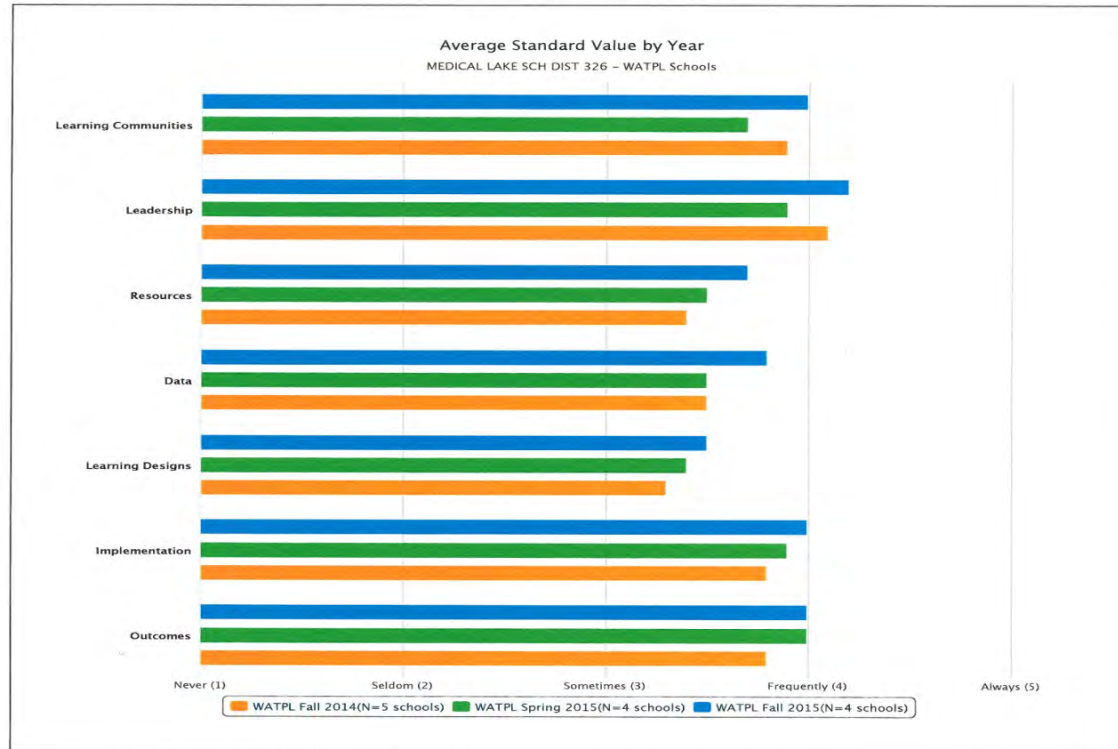
Prof.
Learning
Standards

AUSP
• improvement
• safety ^{collaboration}
• data
• best practice
• assessment
• resources
• mgt.

Standard and Question Averages MEDICAL LAKE SCH DIST 326 - WATPL Schools

Overall Standard Averages by Year

This chart shows the average standard values calculated from the question responses by year.



Medical Lake WA TPL 30 Day Plan	
In the first 30 days:	
Leadership teams are in place (form and function, objective and roles)	Leadership team decision on late start Fridays
WA TPL November teams are decided	What are the standards?
Each building sets an agenda	What standards are we focusing on in each building?
Use the fall survey, spring is not reliable	Teach standards and their teams
High School: PLC Leadership Teams Develop team, look at the standards and survey, data a make a plan	Middle School: name it, claim it ~ Team is in place, review survey, work on the budget & resources + develop an "attack" plan
Michael Anderson Elementary: Team is make up of grade levels Leadership team is going to dig into the standards 1 st Friday: Standards, data...craft the late starts Thinking Professional Learning Communities	Hallett Elementary: PLC and Specialists Review standards, leadership team norms, focus on 1 st Friday by data survey and spring tests
Alternative High School: Team members all 3 Focusing on standards, shared leadership, Project Based Learning, and data	

Medical Lake WA TPL 60 Day Plan	
At 60 days:	
Report out on the first 30 days	
Reflect and re-evaluate on what's working and what's not	Refine the next 30 days.....monitor and adjust
High School: Goals Developed by leadership teams; implementation started	Middle School: 2 Part: Review and track goals ~ Resources, new goals and targets
Michael Anderson Elementary: Learning targets developed and starting implementation	Hallett Elementary: Team, goals and focus on implementation Review Learning Designs ~ i.e. Teacher observation and creating a sustainable schedule
Alternative High School: Designing and researching PBL and using data	

Medical Lake WA TPL 90 Day Plan	
By 90 days:	
Implement PBL at the Alternative High School (January)	
60 day monitor and adjust	Assess value of what we are doing

OUTCOMES

- **District Wide Norms**
- **District Stakeholder Engagement**
- **Superintendent**
- **Administrators**
- **Teachers**
- **Instructional Paraprofessionals**
- **Classified Employees Association**
- **Parents “Thought Exchange”**
- **Board Approval of Standards**

