Hearing from Districts: Measuring the Impact

March 6, 2019
3:00 pm ET

learningforward

THE PROFESSIONAL LEARNING ASSOCIATION

Agenda

Process	Objective	Timing
Welcome and Ice Breaker	• Introductions • Who's on the call?	5 minutes
Federal Update	• Advocacy Proclamation • Upcoming Appropriations • Spending Caps • Title II-A	10 minutes
Districts Measuring for PL Impact	• Overview of State Support for LEAs • Spotlight on Syracuse, Fort Wayne and Denver • Q&A	40 minutes
Upcoming Advocacy Activity	• Affiliates Data and Evidence Workshop – March 20 at 3 pm ET	5 minutes

Who's joining us on this call?

Are you:

1. A teacher or school-based coach?

2. A professional learning coordinator?

3. A district level administrator?

4. A state level administrator?

5. Other?

Professional Learning Proclamation

A PROCLAMATION for PROFESSIONAL LEARNING

Participants at **Learning Forward's 2018 Annual Conference** have joined together to declare that professional learning is essential to improving teaching practice and student outcomes. We call on every policy maker to support and fund effective, job-embedded professional learning every fiscal year.

We believe, as defined in the Every Student Succeeds Act (ESSA), that professional learning must:

- be based on data and evidence;
- be focused at the school and classroom levels;
- be ongoing and sustained;
- include coaching, mentoring, collaboration, professional learning communities, and support for leaders.

We also strongly believe that access to effective professional learning should be equitable across classrooms, schools, districts, and states. Every educator has the right to experience great learning every day. Every student has the right to experience great teaching every day. **Our future depends on it**.

Finally, we call on policy makers at every level – local, state, and national – to recognize the critical role of teachers and leaders by providing the support they require to effectively educate every student.

Update from Capitol Hill

- President's FY20 budget – week of March 11?

- Congressional hearings

- Spending caps

- Appropriations process

Need to Know!

On a scale of 1 (low) – 5 (high), describe your current understanding of the evidence requirements needed to implement Title II.

What is one question that you would like to have answered by our guests from Syracuse, Fort Wayne and Denver?

Do you have an idea for documenting evidence around the effectiveness of professional learning?

Panel

Melinda George
Learning
Forward

Nate Franz
Syracuse City
Public Schools

Get Nichols
Fort Wayne
Community
Schools

Laura Summers
Denver Public
Schools

Measuring Impact in the Syracuse City School District
Elementary Writing Initiative

1. Educator Reactions
Was it useful, relevant or engaging?

2. Educator Learning
Skills or knowledge acquired

3. Change in Practices
Sustained changes in teaching practice? What PD efforts had greatest success in changing practices and what elements do they have in common?

4. Organizational Support
The organization's advocacy, support, accommodation, facilitation, and recognition.

5. Student Outcomes
Impact on student outcomes, improvements in different contexts, factors impacting outcomes

PD Quality
Pedagogy, accessibility, alignment to content and quality standards, outcome alignment with district priorities and educator needs

Adapted from Guskey, Thomas R. "Does It Make a Difference? Evaluating Professional Development." Educational Leadership 59. 6 (2002): 45-51.

1. Educator Reactions	2. Educator Learning	3. Change in Practices	4. Organizational Support	5. Student Outcomes
Was it useful, relevant or engaging?	Skills or knowledge acquired	Sustained changes in teaching practice? What PD efforts had greatest success in changing practices and what elements do they have in common?	The organization's advocacy, support, accommodation, facilitation, and recognition.	Impact on student outcomes, improvements in different contexts, factors impacting outcomes
Measured by	**Measured by**	**Measured by**	**Measured by**	**Measured by**
• Surveys • Feedback forms	• Self Assessment • Artifacts (lesson plans, etc.)	• Observation of educator practice • Educator reflection on practice	• School Schedules – 40 minute writing block at least 4 times a week • Percentage of teachers attending trainings	• On demand assessment • Student work • Other student outcomes

PD Quality
Pedagogy, accessibility, alignment to content and quality standards, outcome alignment with district priorities and educator needs

Measured by

• High impact PD models	• PD quality rubric or checklist

Adapted from Guskey, Thomas R. "Does It Make a Difference? Evaluating Professional Development." Educational Leadership 59. 6 (2002): 45-51.

Face to Face Models

Workshops

- In-Depth standards, content, and lesson sequence "unpacking"

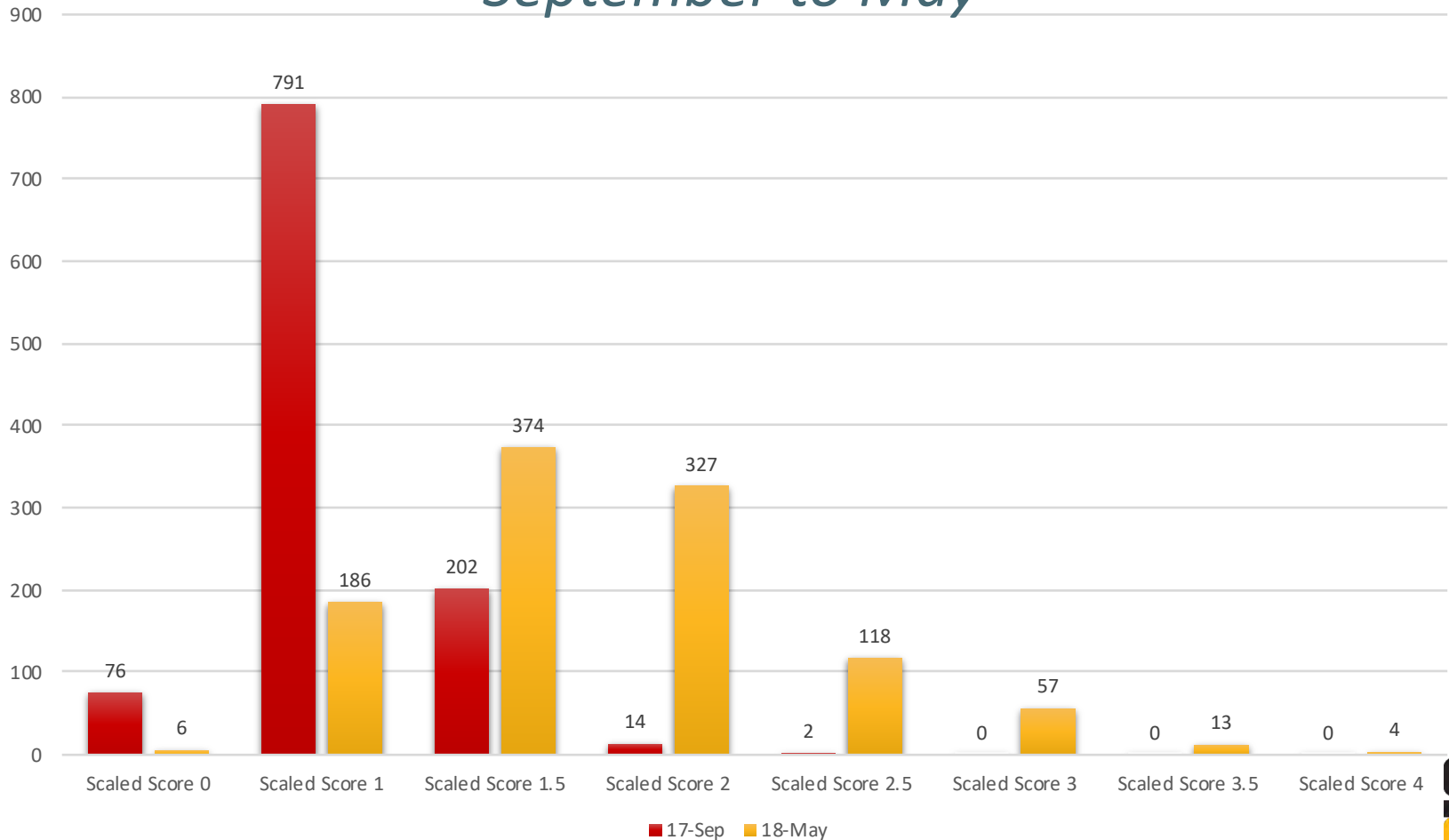- Modeling of Pedagogy

- "Live the Learning"

Labsites

- Live demonstration lessons with interactive components
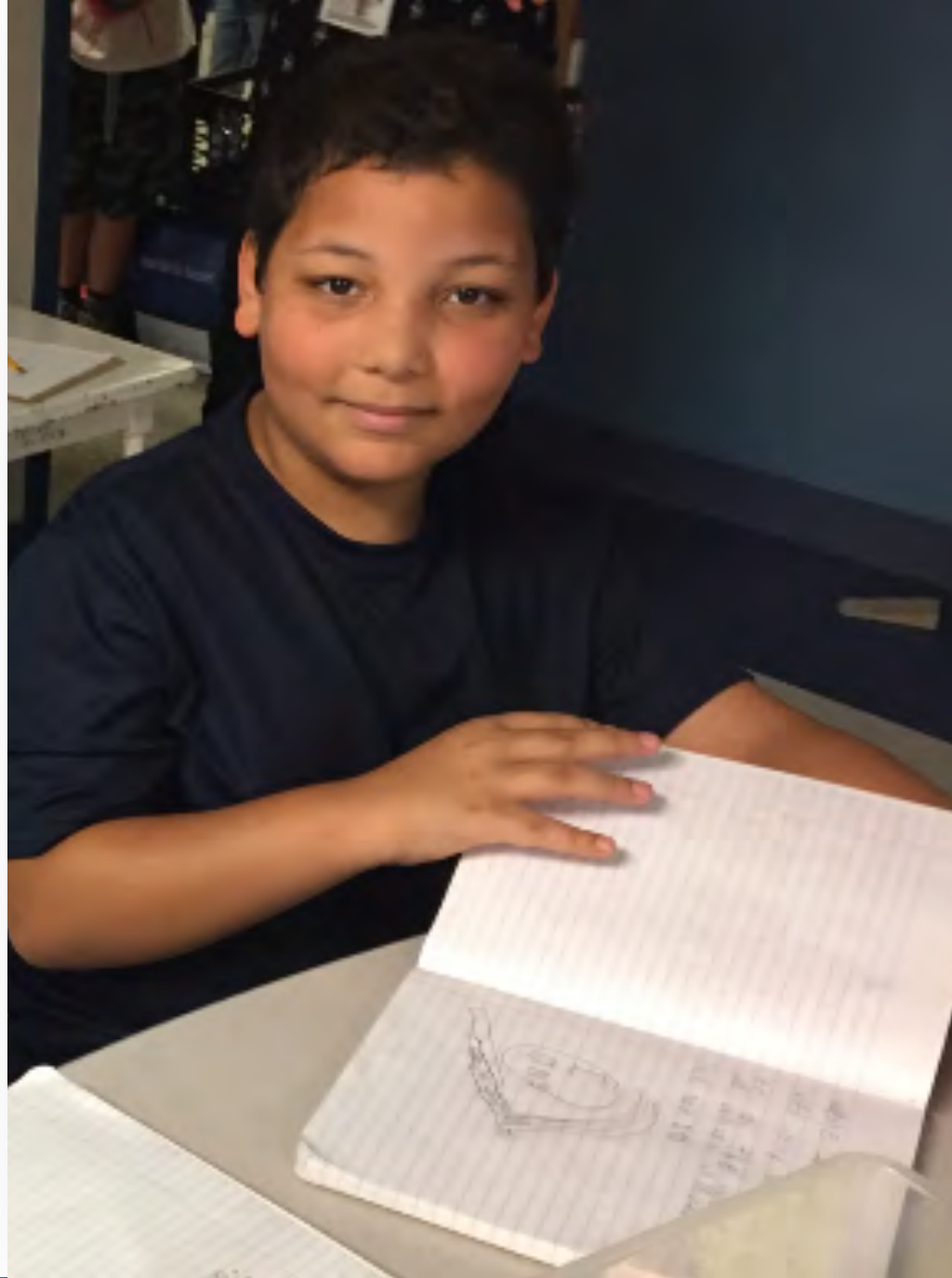
- Includes pre-brief and debrief

Distribution of Scaled Scores
September to May

Lessons Learned

- Dedicated human capital

- Early partnership with data team

- Effort and impact goals

FWCS Change Theory

1A	1B	2	3	4A	4B	5	6	7
Innovation/ Vision (Cabinet)	Innovation/ Vision (Building)	KASAB	Theory of Change Questions	Professional Learning Cycle of Continuous Improvement (District)	Cycle of Continuous Improvement (Create Your Own)	Logic Model	12-month Plan/ Professional Learning Plan	Logic Model Monitoring

FWCS

WE ARE YOUR SCHOOLS
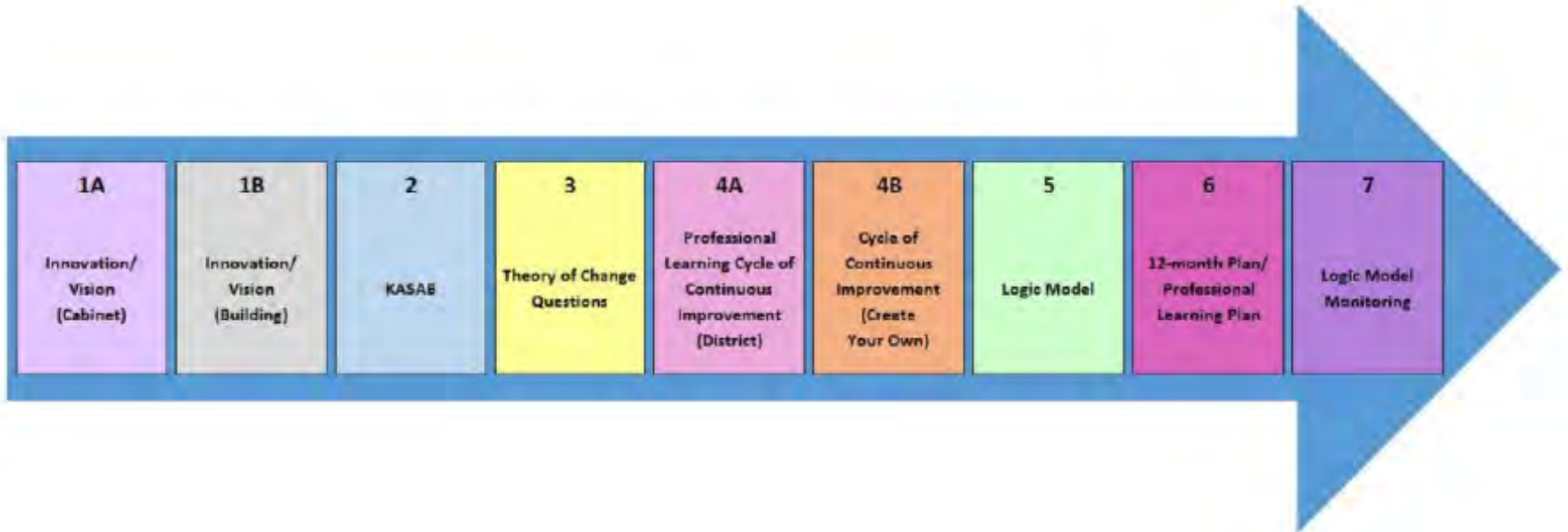
Progress Monitoring Cycle for Leadership

Communicating and Coordinating FWCS expectations

Inform ongoing improvement in building Leadership capacity

Analyze educator, student and school data to identify learning needs

1

- Goal 1: Achieve and Maintain Academic Excellence
- Goal 2: Engage Parents and the Community
- Goal 3: Operate with fiscal responsibility, integrity and effectiveness
- Goal 4: Recruit, develop, reward, and retain high performing staff

2

- Analyze: SIP for Pyramid for Success

6

- Final Evaluation of Director impact and Principal
- Conduct Principal Focus Feedbacks
- Conferencing with Principals to develop their Leadership capacity by identifying strengths and weaknesses based on the PSELs.

10 Professional Standards

SIP

Educational Leaders

- In observation, principals use precise strategies for facilitating professional learning based on the needs of teachers
- Based upon observations, coaching is used to shift principal practice

5

- Focus on PSEL 4,5,6 and 10
- Establishing a Professional Learning Plan
- Coherency between SIP, PSEL

3

Create Professional Learning Plan based on Professional Standards for Educational Leaders

- Observe Principals leading and facilitating Professional Learning
- Determine which Learning Designs principals are using
- Are the Learning Designs taking teachers deep into the curriculum?

Provide job-embedded coaching and other forms of assistance to support transfer of learning

4

Select and implement evidence-based designs for professional learning to achieve learning goals

FWCS
WE ARE YOUR SCHOOLS

Progress Monitoring Tool for Leadership

School/Principal:

Date:

FWCS Goals

Goal 1: Achieve and maintain academic excellence

Goal 2: Engage parents and the community

Goal 3: Operate with fiscal responsibility, integrity and effectiveness

Goal 4: Recruit, develop, reward, and retain high performing staff

Support

Step 2

Analyze educator, student and school data to identify learning needs
Analyze SIP for Pyramid for Success

☐ Academic

☐ Readiness to Learn

Notes:

Step 3

Create a Professional Learning Plan based on Professional Standards for Educational Leaders

• Focus on PSEL 4,5,6 and 10

• Establishing a Professional Learning Plan

• Coherency between SIP and PSELs

Notes:

Step 4

Select and implement evidence-based designs for professional learning to achieve learning goals

• Observe Principals leading and facilitating Professional Learning

• Determine which Learning Designs principals are using

• Are the Learning Designs taking teachers deep into the curriculum?

Notes:

Step 5

Provide job-embedded coaching and other forms of assistance to support transfer of learning

• In observation, principals use precise strategies for facilitating professional learning based on the needs of teachers

• Based upon observations, coaching is used to shift principal practice

Notes:

Evaluation

Step 6

Inform ongoing improvement in building leadership capacity
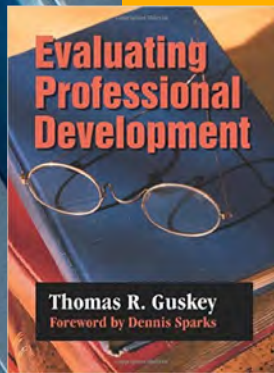
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WE ARE YOUR SCHOOLS

Focus on Measuring for Impact
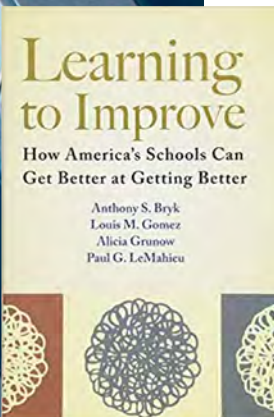
Dr. Laura Lee Summers
- Director of Professional Learning at Denver Public Schools

Measuring for PL Impact Origin

2016-Present

(2016-) Learning Forward's Redesign Communities of Practice which introduced the PL Team to Guskey's Model for Measuring Impact & (2017) Improvement Science...to now...
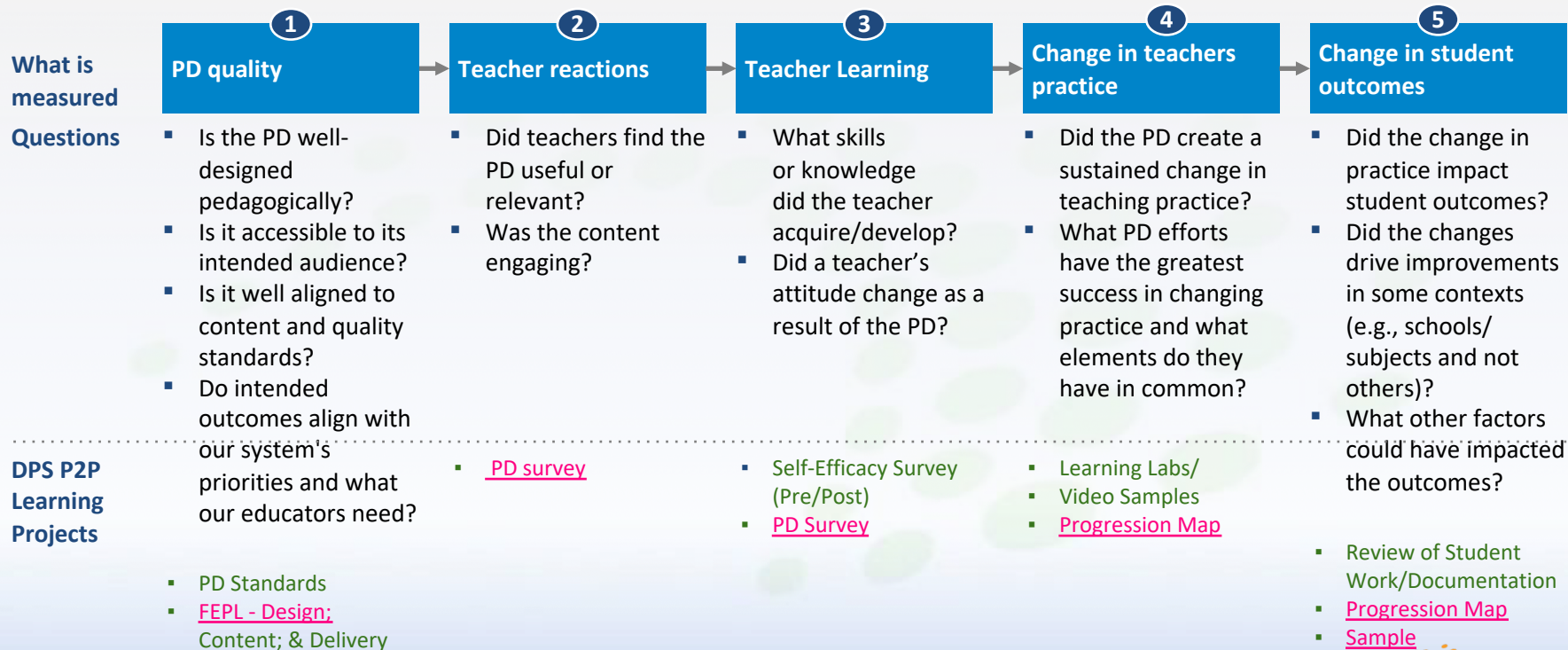
Partnership 2016-Present

Partnered with Schools with:

- Professional Learning Communities
- PL Impact Plans

Peer-to-Peer Learning

- Learning Labs
- Problems of Practice through Cohorts
- Empathy Interviews
- Student Focus Groups/Student Work
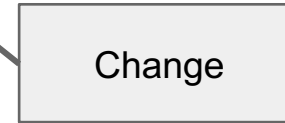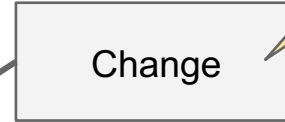- Improvement Science: PDSA Cycles
- Observation

**1** **This represents the chain from professional learning to student outcomes; different measures are appropriate at each stage**

What is measured	**1** PD quality	**2** Teacher reactions	**3** Teacher Learning	**4** Change in teachers practice	**5** Change in student outcomes
Questions	▪ Is the PD well-designed pedagogically? ▪ Is it accessible to its intended audience? ▪ Is it well aligned to content and quality standards? ▪ Do intended outcomes align with our system's priorities and what our educators need?	▪ Did teachers find the PD useful or relevant? ▪ Was the content engaging?	▪ What skills or knowledge did the teacher acquire/develop? ▪ Did a teacher's attitude change as a result of the PD?	▪ Did the PD create a sustained change in teaching practice? ▪ What PD efforts have the greatest success in changing practice and what elements do they have in common?	▪ Did the change in practice impact student outcomes? ▪ Did the changes drive improvements in some contexts (e.g., schools/ subjects and not others)? ▪ What other factors could have impacted the outcomes?
DPS P2P Learning Projects	▪ PD Standards ▪ FEPL - Design; Content; & Delivery	▪ PD survey	▪ Self-Efficacy Survey (Pre/Post) ▪ PD Survey	▪ Learning Labs/ ▪ Video Samples ▪ Progression Map	▪ Review of Student Work/Documentation ▪ Progression Map ▪ Sample

SOURCE: Adapted from Guskey, Thomas R. "Does It Make a Difference? Evaluating Professional Development." Educational Leadership 59. 6 (2002): 45-51.
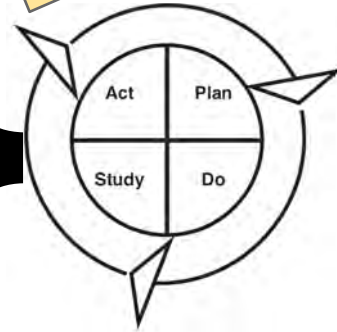
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PD REDESIGN COMMUNITY
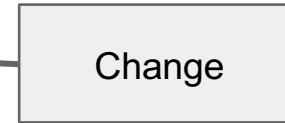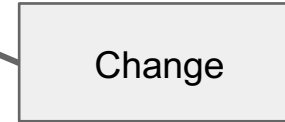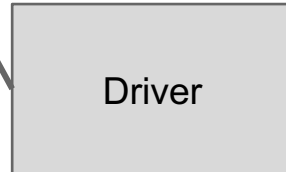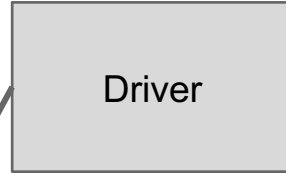
PDSA Cycles

"All improvement requires change, but not all change is an improvement."
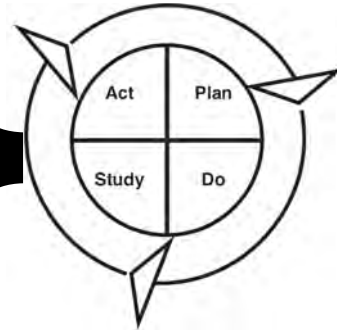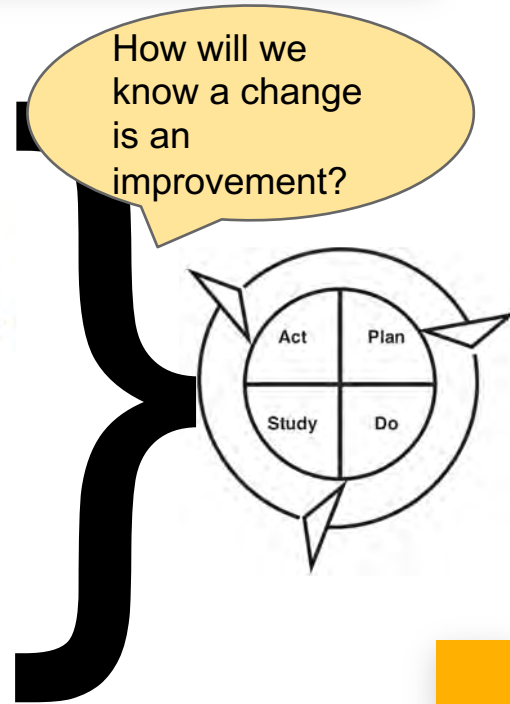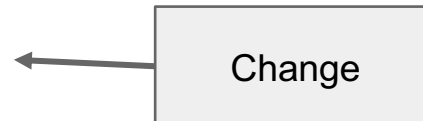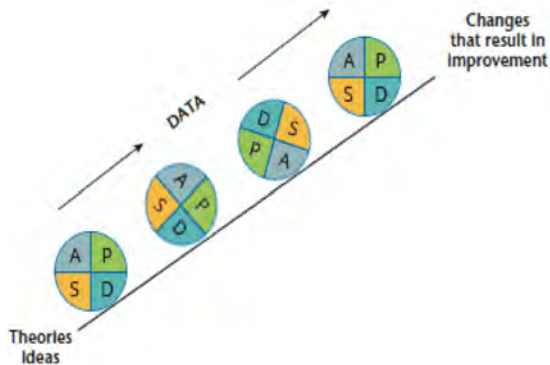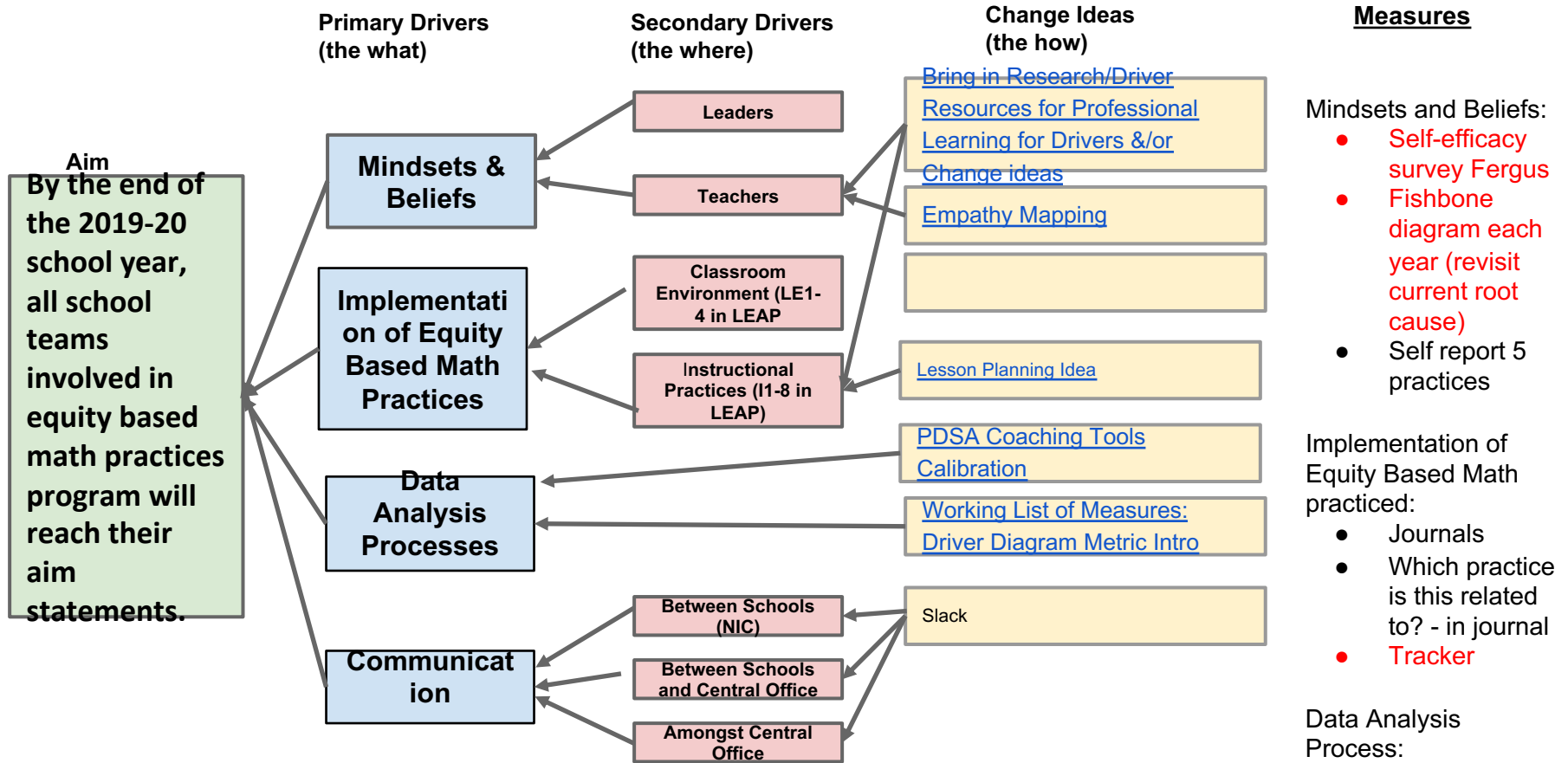
Learning from failure is valued.

DPS Professional Learning Website:
tinyurl.com/DPSPLwebsite

Additional Resources: **tinyurl.com/ResourcesDPSPL**

Special Thanks to my PL team for their daily strides in measuring our impact on teaching and learning with others.

Any questions?

You can contact Laura Lee Summers at:
drlsummers@gmail.com

Questions and Discussion

Mark Your Calendars!

Affiliate Webinar:

- **March 20, 3 pm ET:** *Documenting Your Professional Learning Story*

Title II - Part A Funded Teacher Quality Programs

- 8 Class-size Reduction Teachers in 5 High Needs Schools - Avg. 61% Low SES (3 Title I Elem & 2 Middle)
- Two-year New Teacher Induction Program with Mentoring & Coaching
- Development of Online Catalog of PD Content Aligned with District Goals
- Assessment of Teacher Perceptions of Professional Development Programs
- Organizational Access to Premium Professional Learning Resources

OUR TITLE II-A IMPACT

Class-Size Reduction Teachers: 4 out of 5 of the schools supported have **obtained full state accreditation** within the *last two years*

Reading Performance of Economically Disadvantaged Students: Within two-years, overall performance has **increased to above** the state average

Yearly Attrition of Novice Teachers (0-2 years of experience): Within four years, the attrition rate has **decreased by 24%**

Teacher Survey of Professional Development Program Impact Results (Spring 2018):

84% Agree Continuous Adult Learning and Improvement Occur Regularly

84% Agree New Teachers are Mentored and Well-Supported

72% Agree Professional Development Programs Connect Directly to Teacher's Work with Students

Thank you!