

Welcome!



THE PROFESSIONAL LEARNING ASSOCIATION

Webinar

If you see can see the slide and hear music, you're all set.

All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.

The webinar will be recorded. All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Measuring Impact:

Three districts share their experiences collecting, compiling, and sharing data

Advocacy Webinar
December 3, 2019



THE PROFESSIONAL LEARNING ASSOCIATION



Agenda

Activity	Presenter	Time
Welcome and poll	Melinda George Chief Policy Officer, Learning Forward	5 min.
Federal update	Jon Bernstein President and founder, Bernstein Strategy Group (BSG)	10 min.
Panel	Panel: <ul style="list-style-type: none">• Amy Summa, Teacher Leadership Development School District of Philadelphia• Kathy Rugeberg, Assistant Superintendent for Teaching & Learning, Rock Island-Milan School District (RIMSD)• Beth Albert, Executive Director, Professional Development and Student Achievement, Norman Public Schools	25 min.
Discussion and questions	Panel	15 min.
Closing and call to action	Melinda George	5 min.

Participants will

- Gather ideas for data collection
- Understand the importance of documenting the impact of professional learning
- Benefit from measurement and impact lessons learned in three districts

Check-in poll – check all that apply

When collecting data to measure the impact of professional learning, I use:

- ① Pre and post surveys.
- ② Student test score data.
- ③ Teacher retention data.
- ④ Student absenteeism data.
- ⑤ Other data (please include specifics in chat box).
- ⑥ I don't currently collect data.

Tweeting today?

Please tag

@learningforward

& use

#TitleIIA



Jon Bernstein
President and
founder, Bernstein
Strategy Group



Bernstein
Strategy
Group



Lessons about highlighting impact in your story

- Plan to measure
- Measure early and often
- Remember that data come in many forms
- Develop your own data summary
- Help build and visit our library

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Panel discussion



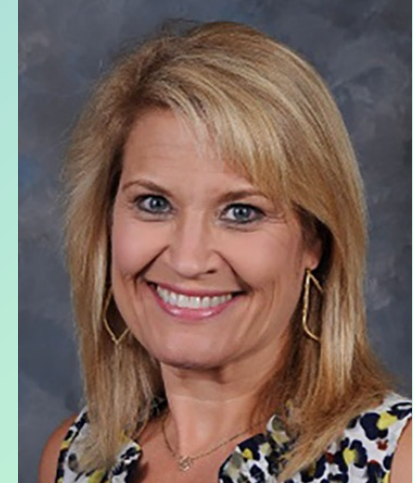
Amy
Summa

Teacher Leadership
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Pennsylvania



Kathy
Ruggeberg

Assistant Superintendent
for Teaching & Learning
Rock Island-Milan School
District (RIMSD)
Rock Island-Milan, Illinois



Beth
Albert

Executive Director
Professional Development
and Student Achievement
Norman Public Schools
Norman, Oklahoma

Philadelphia school-based teacher leaders gain skills for improved teaching and learning



THE SCHOOL DISTRICT OF
PHILADELPHIA

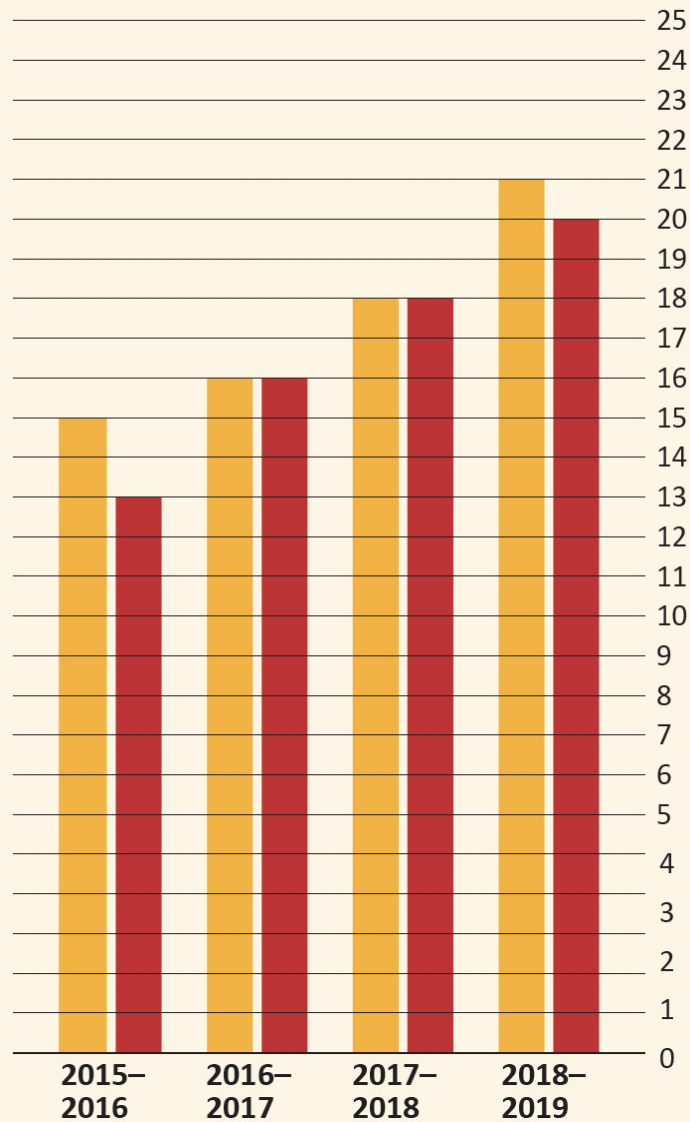
CONFIDENCE LEVEL	Teacher leaders indicating a confidence level of "Very Skilled" or "Skilled"	
	Pre-Needs Assessment October 2018	Post-Needs Assessment March 2019
Conducts classroom visits, diagnoses, and coaches	38.1%	62.1%
Supports teacher development	52.4%	78.4%
Adapts personal leadership	75.0%	92.3%
Supports a culture of high expectations and data-driven instruction	60.3%	83.3%
Supports implementation of planning structures	52.3%	81.8%
Encourages data-informed decision making	65.5%	83.1%
Maintains growth mindset	71.4%	84.6%



Professional learning on standards-based grading and high-quality instructional materials result in upward trajectory for Rock Island-Milan

Math/ELA scores have been on an upward trajectory over the last 4 years

ELA 
Math 



Norman's Title II
professional
learning
investment cuts
new teacher
attrition



Impact

New Teacher hiring trends slows within two school years:

- 2017–18: 225 new teachers hired
- 2018–19: 214 new teachers hired
- 2019–20: 168 new teachers hired

Discussion and Questions



OFFICE OF TEACHING & LEARNING | TEACHER LEADERSHIP



SCHOOL-BASED TEACHER LEADERS GAIN SKILLS FOR IMPROVED TEACHING

MISSION STATEMENT

We believe in the sustained empowerment of teacher leaders through ongoing development and strategic support — the impact of which strengthens teachers' instructional capacity and propels student achievement forward across all our educational communities.

CHALLENGE

- Building teacher leaders' instructional leadership skills
 - Boost confidence in conducting classroom visits, coaching, diagnosing, and coaching peers
 - Boost confidence in supporting teacher development

SOLUTIONS

- Conducting needs assessment with Office of Research and Evaluation
- Ratifying single job description
- Facilitating monthly professional development sessions aligned with district leadership development competencies and content needs

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ADDITIONAL SUPPORT IMPLEMENTED IN 2019–2020

- Individualized leadership coaching
- Peer site visits

Amy Summa, Ed. D. • 440 North Broad Street • Suite 210 • Portal C • Philadelphia, PA 19130

Rock Island-Milan School District, Illinois

Mission statement

To provide all students with a quality education

School Year 2018–19



Challenge

- Student test scores were significantly low, showing no upward trend in growth for years
- District had no access to high-quality curriculum or strategies for effective implementation, no common curricula
- Elementary standards-based grading implemented with no PD support

Solutions

- Rigorous, standards-aligned curricula identified in multiple content areas
- Teacher professional learning for teachers about standards-based grading and high-quality instructional materials
- School/district leader professional learning on standards-based grading; conducting walkthroughs aligned to core curricula; engaging with teachers in feedback

Impact

Math/ELA scores have been on an upward trajectory over the last 4 years



District Data

- 6334 students
- 365 teachers
- 13 schools
- > 70% of our students receive free or reduced lunch
- 15% student mobility across district



- ▶ Three Rock Island-Milan schools are no longer among lowest 5% in the state
- ▶ In a self-assessment, principals report enhanced understanding of core curriculum and providing feedback. Also, at start of walkthroughs, 70% showed consistent use of core curriculum; after 3 semesters, data increased to more than 90%

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Our Mission

To prepare and inspire all students to achieve their full potential.

Norman's Title II professional learning investment cuts new teacher attrition



Challenges

Last year, Norman Public Schools intensified its professional learning efforts to support and retain entry-year and emergency-certified teachers.

Professional Learning Solutions

- Mentor teachers
- Hire teacher support specialists
- Hire new teacher liaisons
- Fast track to classroom management
- Two contracted teacher support specialists supported 109 teachers.
- Teacher support specialists logged 270 classroom visits.

Impact

New Teacher hiring trends slows within two school years:
 2017–18: 225 new teachers hired
 2018–19: 214 new teachers hired
 2019–20: 168 new teachers hired

Spending on professional learning

2018–19	2017–18	2016–17	2015–16	2014–15
\$ 412,023.48	\$ 369,514.56	\$ 260,915.70	\$ 375,367.98	\$ 309,058.88

Salaries are spent

2018–19	2017–18	2016–17	2015–16	2014–15
\$ 364,700.63	\$ 266,884.00	\$ 173,746.18	\$ 235,366.94	\$ 249,635.01
\$ 33,889.17	\$ 86,477.00	\$ 76,618.00	\$ 132,785.78	\$ 55,532.89
\$ 13,433.60	\$ 16,152.60	\$ 10,551.52	\$ 7,215.30	\$ 3,890.99

Executive Director of Staff Development and Student Achievement
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Join us at the
advocacy booth
in St. Louis



ST. LOUIS | *learningforward*

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for professional
learning a priority



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Thank you!

