

## LEA Tool 2.1 Analyzing current professional learning and impact data

### Directions

Use this tool or one that you already have to analyze formative and summative data and set priorities aligned to your district strategic plan for how you will use Title IIA funding to address the greatest needs that you have identified in the following area: High-quality curriculum and instructional materials in the hands of all districts and teachers with a specific focus on embedding the following:

- Content-focused professional learning;
- Consistent and effectively facilitated district- and school team-based cycles of learning focused on high-quality instructional materials (HQIM);
- Well-prepared district- and school-based coaches, mentors and teacher leaders to support implementation; and
- Effective district and school leadership that balances high expectations with support.

**Question:** How will we identify, select and leverage high-quality instructional materials (HQIM) to address our needs? What are our biggest challenges? What HQIM have already been selected, if any, to address needs in the following content areas? Are they meeting our needs?

	Elementary Literacy	Elementary Mathematics	Elementary Science	Elementary Social Studies	Elementary Arts
Data sources	<b>Example:</b> • Benchmark tests • Summative assessments • Reading inventories				
Identified needs	• Vocabulary • Comprehension • Phonemic awareness • Spelling				
Priorities	• Comprehension • 3rd graders scored at 38% proficient on state test				
Identified/ Selected HQIM	ReadyGEN Grade 3				
	Middle Level Literacy	Middle Level Mathematics	Middle Level Science	Middle Level Social Studies	Middle Level Arts
Data sources					
Identified needs					
Priorities					
Identified/ Selected HQIM					
	High School Literacy	High School Mathematics	High School Science	High School Social Studies	High School Arts
Data sources					
Identified needs					
Priorities					
Identified/ Selected HQIM					

**Question:** What district content-focused professional learning has been planned or implemented in the following areas? What district professional learning (PL) on identifying, selecting, and using high-quality instructional materials (HQIM) has been planned or implemented in the following areas?

	Elementary Literacy	Elementary Mathematics	Elementary Science	Elementary Social Studies	Elementary Arts
Identified needs					
Data sources					
Priorities					
Identified/ Selected content-focused PL					
	Middle Level Literacy	Middle Level Mathematics	Middle Level Science	Middle Level Social Studies	Middle Level Arts
Identified needs					
Data sources					
Priorities					
Identified/ Selected content-focused PL					
	High School Literacy	High School Mathematics	High School Science	High School Social Studies	High School Arts
Identified needs					
Data sources					
Priorities					
Identified/ Selected content-focused PL					

**Question:** How is the LEA developing and supporting effective school leaders that balance high expectations and support for selecting and implementing high-quality instructional materials (HQIM) and curriculum? How well prepared are the people we want to lead this initiative? What are the areas where we need their help? To what degree are we invested in our principals and others to lead content-anchored professional learning and instructional materials.

<p><b>Target audience</b></p>	<p><b>Sample:</b> Elementary principals and instructional coaches</p>
<p><b>Delivery strategy</b></p>	<p>Identified elementary principals and instructional coaches will form a professional learning community to:</p> <ul style="list-style-type: none"> <li>• Examine data</li> <li>• Identify things to look for in walkthroughs and observations</li> <li>• Skills for facilitation of teams of teachers</li> <li>• Gain knowledge of HQIM selection process</li> <li>• Implementation strategies</li> </ul>
<p><b>Implementation</b></p>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Model lessons</li> <li>• Selections of HQIM</li> <li>• Feedback</li> </ul>
<p><b>Measures of impact</b></p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Benchmark tests</li> <li>• State assessment</li> </ul>

**Question:** Where can consistent and effectively facilitated district- and school team-based cycles of learning focused on high-quality instructional materials (HQIM) be most beneficial? How will it be delivered?

Where/Why	Challenges	Delivery strategy	Evidence of impact (data sources) What's worked? What hasn't worked?
<b>Districtwide</b>	<b>Sample:</b> Lack of knowledge of research on benefit of HQIM and how to identify, select and leverage them for improvements in teaching and learning.	Orientation to importance of identification and selection of HQIM	Decisions on instructional materials made by schools, teams of teachers, and individual teachers and how they are being used. Data Sources: • Observations • Students achievement on benchmarks, reading inventories, and state assessments. What worked (fill in when data is available) • Teams of teachers were effective in selecting HQIM What didn't work (fill in when data is available) • HQIM not implemented consistently throughout district. More PL needed on how to use materials effectively.
<b>Individual schools</b>			
<b>Teams of teachers</b>			
<b>Individual teachers</b>			

**Question:** How are well-prepared district and school-based coaches, mentors and teacher leaders being used to support implementation of professional learning funded by Title IIA? Places where we've already invested in professional learning? What worked? What didn't work?

<p><b>Classroom observations</b></p>	<p><i>Description</i>  <b>Sample:</b> Coaches are in teachers' classes on a weekly basis to observe strategies learned during team time.</p>	<p><i>Data/Impact</i>                  Observation data                  Teacher interviews</p>
<p><b>Providing feedback</b></p>	<p><i>Description</i>  <b>Sample:</b>                  Feedback was not tied to a framework and didn't provide the specificity for teachers to make meaningful changes.</p>	<p><i>Data/Impact</i>                  Frustration expressed by teachers; lack of changes based on feedback</p>
<p><b>Modeling lessons</b></p>	<p><i>Description</i></p>	<p><i>Data/Impact</i></p>
<p><b>Facilitating professional learning</b></p>	<p><i>Description</i></p>	<p><i>Data/Impact</i></p>
<p><b>Other</b></p>	<p><i>Description</i></p>	<p><i>Data/Impact</i></p>