



Data in Action:
Stories of Impact
Transforming School
Districts



Javier A Jiménez
Goshen Community School, Indiana

The Problem(s) of Practice:

- Introduction of professional communities of practice (Collaborative teams)
- Inquiry-based professional learning that aligns with NIET Teaching and Learning Standards (Student Ownership)

The Desired Outcome:

Create a supportive and accountable structure for school principals in Goshen to learn together, complete cycles of inquiry, and improve the effectiveness of teacher practice in all Goshen Community Schools by school year 25-26 through the **implementation of effective professional learning in their buildings within communities of practice** to improve instructional practices, student ownership, and academic outcomes.

Creating Goals and planning for stakeholders (Plan and Prioritize Action)

SMARTIE Goals

3-5 goals that you will address to fully address your problem.



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	Goal (SMART)	Metric/Objective Criteria
1	All schools will demonstrate student growth in reading and math from BOY to EOY as measured by the checkpoints and state assessments.	
2	All principals and Teacher Leadership Teams will be able to lead the Improvement Cycle at each building by the end of the 24-25 school year.	Have scheduled quarterly meetings for schools to present evidence of the work of teams. Use data analysis three times a year to identify the impact of teams on student growth and achievement. Buildings have established learning teams guided by the teaching and learning cycle.
3	Walkthrough Data All principals will be able to provide evidence of instructional walkthroughs by the end of the 24-25 school year	Administrative teams at each building are expected to conduct non-evaluative visits with weekly feedback for teachers.

Theory of Change

Assessing Impact pg. 54-60

***Create a graphic that represents your theory of change around your problem of practice**

Implementation of Effective Professional Learning Communities Theory of Change and Assumptions



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Theory of Change

- If leaders develop and communicate a vision for effective instruction and professional learning teams (NIET Teaching and Learning Standards and our work in teams)
 - then district administrators learn about the vision
- If district leaders engage in professional learning about the frameworks to implement teams
 - then a framework to support effective teams can be adopted
- If district leaders and building leaders engage in professional learning about the adopted Team Teaching and Learning Cycle
 - then district and building leaders increase their capacity and confidence to support building-level facilitators (Building Leadership Teams)
- If District and building leaders, in collaboration with BLT members, communicate a compelling purpose for effective teams
 - then teams of teachers will be more likely to participate in the professional learning necessary to effectively implement communities of practice
- If teachers actively participate in professional learning using the adopted protocol
 - then teachers can gain an understanding of the purpose of the cycle and the different stages of the cycle
- If teacher teams understand the teaching and learning cycle
 - then, teams of teachers can engage in a learning cycle using relevant data as a learning activity
- If teams are supported by district and building leaders and provided with formative feedback during the practice teaching and learning cycle
 - then building teams and district teams can work in a supportive, collaborative environment
- If teams complete a practice cycle
 - then teams can engage in teaching and learning cycles with confidence
- If teams and building leaders' capacity and confidence increases
 - the teams become more effective and result in improved instruction to support student ownership and positive outcomes for all students

Research or scholarly works that inform your learning:



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Document the research that supports your problem of practice and specifically identify how this research can be applied and what standard of Professional Learning it aligns to. Please include at least 3 resources.

Levels of evidence—*Assessing Impact* page 5
[Research that supports the Standards](#)

	Source	Key Points	Application	Standard Alignment
1	Standards for Professional Learning links to research	Professional learning for principals that ensures success for all students	The standards for professional learning will guide work as we use IC maps for district administrators	Culture of Collaborative Inquiry
2	NIET Teaching and Learning Standards Rubric	A framework that supports excellence in teaching and learning. Focus on student ownership.	The NIET Rubric provides a foundation for our instructional framework with a focus on student ownership	Equity Foundations
3	Assessing Impact Book	Process for evaluating the impact of professional learning	Will use the book to learn about the evaluation of professional learning as well as the tools to evaluate	Leadership Evidence
4	Wallace Foundation Research on Principals as Instructional Leaders	Highlights the important role principals play in advancing achievement for all students	Use the research to push our principals to become the lead learners at their buildings	



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5	Leverage Leadership	Strategies to support principals in managing their time and increasing their leadership capacity	Use strategies from the book to support teachers in developing skills around their needs	
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The logic Model uses the theory of change to depict a program's operation by delineating several key components of an action or operation plan.
 Assessing Impact pg. 60-65

Logic Model (Action Plan)

Logic Model (Action Plan)				
INPUTS	OUTPUTS	OUTCOMES/IMPACT		
Inputs/Resources	Actions/Strategies	Initial Outcomes Nouns....Not verbs *Include KASAB Elements	Intermediate Outcomes Nouns....Not verbs *Include KASAB Elements	Intended Results Nouns....Not verbs **Be sure there is evidence of student growth here! *Include KASAB Elements
<ul style="list-style-type: none"> Superintendent 	Develop and communicate a vision	District vision for	Buildings develop a vision	teams become more



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<p>and Central Office Administrators</p> <ul style="list-style-type: none"> ● Building Level Administrators ● Building Leadership Teams ● Becoming a Learning Team ● Teaching and Learning Cycle ● Curriculum Maps ● NIET Teaching and Learning Standards Rubric 	for effective instruction	effective instruction developed and shared with building leaders and teams	for teaching and learning that aligns with the district's vision	effective and result in improved instruction, student ownership, and improved outcomes for all students
	Develop and communicate a vision for effective professional work in teams	District vision for effective professional learning teams developed and shared with buildings and teams	Buildings develop a vision for inquiry-based professional learning through teams	
	Engage in professional learning about the instructional frameworks and team implementation	Principal understanding of the NIET teaching and learning rubric and the role of teams in improving instruction	Increased understanding of the rubric and the role of teams by building administrators, teacher leaders, teacher teams, and individual teachers	
	Engage in professional learning about the Teacher and Learning Cycle (Becoming a Learning Team)	Increased principal capacity for leading inquiry-based professional learning with the teaching and learning cycle for continuous improvement	Increased understanding of the five stages of the teaching and learning cycle	



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	Support by district leaders and formative feedback during the teaching and learning cycle	Building teams and district teams can work in a supportive, collaborative environment	Building teams can engage in teaching and learning cycles with confidence Evidence of implementation of strategies	
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Responsibility & Stakeholder Engagement Mapping

Even if you have done some of this work earlier in the process, now is a great time to revisit the key stakeholders you will need to engage to realize your vision over the next year. Consider your district team as well as outside influencers. We recommend doing this exercise in three steps: 1) Brainstorm the list of stakeholders necessary to achieve your vision (you may have done this earlier, but now is a great time to refine the list based on your goals and milestones), 2) Discuss their role by classifying the type of involvement they need to have, and 3) refer back to your activity plans above and make sure they are allocated appropriately. We recommend using an RSI framework, or you can substitute your model if you have one. All stakeholders listed below should find a home in your activity planning templates in the preceding section.

- **Responsible (R):** The “Do-er” who develops and “shepherds” the task through to completion. An individual, end-to-end responsibility for the quality of work.
- **Support (S):** Someone who provides input through information or supporting actions. Someone should be consulted (e.g., to help get buy-in or senior-level endorsement).
- **Informed (I):** People who need to know about decisions made but don’t need to be a part of the process. People who are advised after decisions are made.

Who? (Specific person or group of people)	RSI Classification	Why do they need to be engaged at this level?
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Superintendent	I / S	The superintendent ensures other district initiatives do not compromise priorities.
School Board	I / S	School board members should be aware of how this work supports our district's priorities
District Administrators	R / S	This work is a priority for this team. It is what our work is all about. Facilitating professional learning around needs identified during the teaching and learning cycle can provide support.
Instructional Coaches	S	Support can be provided by facilitating professional learning and coaching around curricular and instructional needs identified during the teaching and learning cycle for individual teachers, teams of teachers, and principals.
Teacher Leadership Team	R	Teacher Leadership Teams can support the work by facilitating effective team meetings that result in the completion of teaching and learning cycles at all levels.

Milestone Mapping

So far in the Continuous Improvement process, you should have developed a clear view of your higher-level aspirations, created a limited number of discrete goals that will indicate success, and now will break down those goals into milestones that will serve as signposts to help gauge whether you are on track regarding the overall trajectory of the work. This tool aims to develop and manage activities for your next milestone. It makes sense to do this type of detailed planning for more immediate tasks only, as looking beyond milestones that occur or start in the next 3-4 months tends to devolve into fiction. We strongly encourage you to put an individual name in the responsibility/stakeholder column. Further, you can cross-check by reorganizing the same content by an individual – does this person have a reasonable workload? If not,



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how would you reprioritize? How might you pull in additional resources? You may already have processes or templates for this type of work planning in your organization, and you should feel free to use or adapt whatever works for you or is already part of your management processes. Please look for the key components and make sure you can include them before selecting an alternate process: Goal reference, milestones, clear timing, and responsibility mapping. If you use continuous improvement processes in your system (e.g., PDSA cycles), you may also incorporate or substitute that here. This template can determine how and who will run your learning cycles or your prototype.

Milestone 1: Planning

Task Description	Completion Time Frame
Define Goshen's protocol for collaborative professional learning	June 2024
Develop and share expectations and documents	June 2024
Develop learning plan	June - July 2024 (Before July 22)

Milestone 2: Delivery

Task Description	Completion Time Frame
Provide Principals and COP Leaders with necessary professional learning	July 2024 - August
Share COP process overview during teacher orientation /1st day	August
Use PBIs / School-Wide Behavior Expectations to learn the model	August - September

Data Story

Jen Allen

LF AC 2024

NWEA has a reputation as an assessment company, and we've expanded that reputation to include both MAP Growth and MAP Reading Fluency. In the past few years, Professional Learning has expanded our offerings based on partners' asks during assessment focused professional learning. However, we have not had traction with product-agnostic professional learning. This led to my problem of practice. When I started the academy, I could not have imagined the changes that would occur within our organization. I would expect individuals who changed districts or positions to have multiple revisions to their Problem of Practice, but I did not expect that the internal changes within our organization would result in multiple changes to my Problem of Practice. Although my project was completed during a time of great change, I still believe we can learn from the project and continue our focus on supporting our partners.

I began working with Sharron and Erin from NWEA, as we envisioned Venn Diagram type POPs. I wanted my problem of practice to focus on supporting partners in purchasing professional learning. We had Professional Learning Liaisons who supported Partner Accounts in creating Professional Learning Plans. These plans were typically anchored in an assessment: MAP Growth and/ or MAP Reading Fluency. However, design had created professional learning around areas of instruction, and these were not being sold as anticipated.

Therefore, my first POP was:

Create a supportive and accountable structure for Professional Learning Liaisons to deepen their understanding of the Responsive Learning Cycles to embed the appropriate content in PL plans professional learning at NWEA by 2024-2025 through implementation of effective professional learning which will result in aligned PL plans and improve student learning.

After reflecting, I realized that I left out Partner accounts, a key stakeholder in this work, so my second revision was:

Create a supportive and accountable structure for Professional Learning Liaisons and Partner Accounts Reps to deepen their understanding of the Responsive Learning Cycles and Equity Professional Learning to embed the appropriate and effective content in Professional Learning plans at NWEA by 2024-2025 which will improve student learning.

In 2023, a number of changes occurred which impacted my POP. In April, NWEA was acquired by HMH, and Professional Learning Liaisons were discontinued. In May, Erin left the organization, and I was uncertain about the continuation of the work around Responsive Learning Cycles. Therefore, my final POP was:

Create a supportive and accountable structure for Professional Learning Consultants/ Package Leaders to deepen their understanding of the MAP Suite of Assessments and product and product-agnostic professional learning opportunities. The goal is that all Professional Learning Consultants and Package Leads are equipped to share Professional Learning and Product suggestions to partners and work with Partner Accounts to develop Professional Learning Packages by 2024-2025. The Professional Learning Plans will align to the district goals and improve student learning.

The problem focused on helping Professional Learning Consultants, particularly those who lead packages, understand the professional learning offerings. Most partners who come to NWEA are interested in MAP Growth or MAP Reading Fluency Assessments. However, we have professional learning offerings which include Assessment Empowered Classrooms, Responsive Learning Cycles, Goal Setting, Equity Empowered Learning, Responsive Math Practices, and Responsive Literacy Practices. We also offer a certified trainer program and instructional coaching.

Partner accounts, who serve as the sales division and provide ongoing partner support, don't often sell the product agnostic offerings, as they don't understand the depth of the content. When we had Professional Learning Liaisons, we learned about the various Professional Learning content, and within our group, we were certified in all of the offerings. However, we each tended to promote the content we knew best, which may not have been what the partner needed.

Once the Professional Learning Liaison program was dissolved, supporting Partner Accounts fell to all the Professional Learning Consultants, but Directors and some Senior Consultants have this as a job function. In addition, although we have this as a job function, not all of us know the depth of each offering. At times, we also face a hurdle that Professional Learning is not always invited into renewal meetings with Partner accounts.

Therefore, my first focus was to build the understanding of the Professional Learning Consultants, so that our skills would be recognized by Partner Accounts. I had also hoped to do some pre-post assessment with Partner Accounts to determine if they felt more comfortable asking for assistance after the learning occurred.

My goals and intended outcomes can be found in Table 1:

Table 1: Goals and Intended Outcomes

	Goal	Metric/ Objective Criteria
1	By Spring, 2025, all PL Consultants/ Package Leads provide their partners concrete next steps concerning Professional learning which target the school/ district learning needs.	<ul style="list-style-type: none"> Professional Learning suggestions documented in the post-workshop survey by consultants. Attach rate of professional learning suggestions to subsequent PL packages Increase in MAP Growth or MAP Reading Fluency data within the districts
2	By Fall 2024, Create a PL plan/ Sales enablement tool which combines each of the NWEA Theory of Change PL offerings into one document for use by Strategic PL Consultants/ Package Leads.	<ul style="list-style-type: none"> Sales enablement tool created for PL Consultants/ Package Leads Learn Upon or One Note course to be completed by Strategic Package leads
3	By the fall of 2025, increase the professional learning attach rate for years 2+ in strategic accounts by providing professional development guidance throughout the PL planning process.	<ul style="list-style-type: none"> Increase in number of districts that purchase professional learning beyond year 1 of product implementation.

I have three evaluation questions, which are found in Table 2 and includes the level of evaluation:

Table 2: Evaluation Questions

	Question	Type of Change	Timeline	Data Source and Analysis Method
1	Did Strategic Professional Learning Consultants develop a deep understanding of connecting the various product and product agnostic Professional Learning sessions to their onsite work with partners?	Knowledge/ Skills	Summer 2024- November 2024	Survey data administered pre-course, post course Differences in scores measuring both knowledge of different PL offerings and PL consultant's comfort level with suggesting offerings while onsite.

2	Do Strategic Partners purchase professional learning based on suggestions of their PL package lead?	Attitude and Behavior	Summer 2024-July 2025	Tracker for suggestions Correlation of suggestions to PL plans for 25-26
3	Do Partner Accounts Representatives value the input of the Professional Learning Package Leads when creating PL packages?	Attitude, Aspiration, Behavior	Spring 2024 and Spring 2025	Focus groups with PA Focus groups with PL leads Correlation between PA and PL expectations

I was able to address question one. I created a course in Learn Upon, our LMS. My initial intent was to have Strategic Consultants complete the course. However, at Fusion, the NWEA conference, the national manager and I were discussing the need to be more consistent between learning in the strategic and national teams. When I explained what I was doing for my LF project, he asked if I would include all of the Professional Learning Consultants. For the course, I pulled various internal documents related to creating Professional Learning Plans. These documents were in a variety of shared folders and cites, but they all provided directions for professional learning consultants. I included the Professional Learning Theory of Change to ground the course content. I then took each of the product offerings for MAP Growth and MAP Reading Fluency and MAP Accelerator and created documents connecting the product agnostic professional learning opportunities to our standard assessment offerings. These included:

- Look-Fors-phrases which the consultant may hear from the partner while onsite or in planning calls
- Sample Conversation Starters- questions to use in planning sessions to get at the root of the professional learning need
- Workshop Look-Fors-phrases which the consultant may hear from the partner aligned to each specific workshop
- Connection to MAP Growth, MAP Reading Fluency, or MAP Accelerator
- Professional Learning Offering- title was linked to the official partner facing overview

- Objectives-the learning objectives for each workshop
- Session Duration-Some workshops can be customized for time and modality, so I included this as well

My manager was very enthusiastic about the opportunity to have the Strategic consultants complete this course. However, in June, when I was about to deploy the course, my manager moved to a different department. The Strategic team was dispersed to two directors, and the Senior Consultants reported to the Senior Director. The Senior Director wanted to make the course optional, which was not the intent. However, he met with the Senior Director from the National team, and they confirmed that the course would be optional. I used my positional power to try to get as many consultants to complete the course as possible. Unfortunately, required learning has a very different impact than optional learning.

The course was opened June 20, 2024, to 42 consultants. Part-time consultants were not enrolled in the course. Three consultants completed the entire course, and three consultants did not start the course. Fortunately, 21 consultants took the pre-assessment embedded in the course, and 11 took the post-assessment embedded in the course. This is the data which I reviewed.

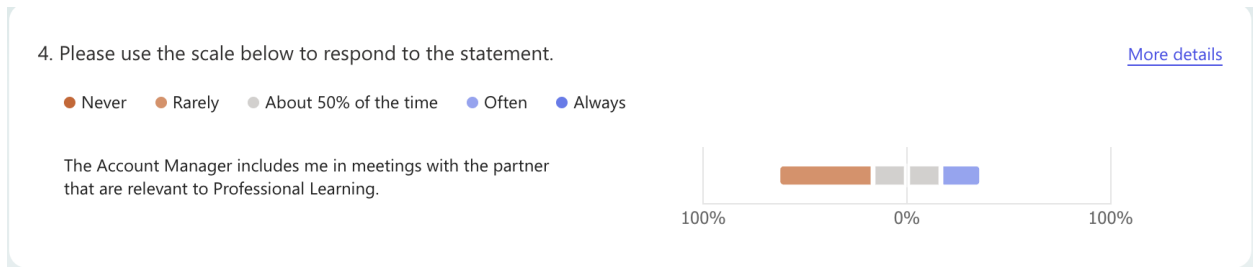
Consultants from West, East, and Strategic completed both the pre- and post-survey. They self-reported the number of packages for which they were responsible, which is shown in Table 3:

Table 3: Number of Packages

	Pre-Survey	Post-Survey
NA	6	4
1-5	11	5
6-10	1	1
10-15	3	1

One of the pain points in developing professional learning packages has been being included by the account manager. I asked a question to quantify that struggle, and the data from that question is reported in Question 1:

Question 1: Inclusion by Partner Accounts



46.7% of the Professional Learning Consultants reported that they were rarely involved in meetings relevant to professional learning. 33.3% reported that they were included about 50% of the time, and 20% reported that they were always included. This question was not asked in the post-survey, since little time would have passed. However, if given the opportunity to update this course or send out the survey, I would like to ask this question in June 2025 to see if there has been a change.

I would also like to have the opportunity to facilitate the focus groups with Partner Accounts and Professional Learning Consultants, as I believe an open discussion would better raise the root causes. I have qualitative data from select partner accounts and my own experiences, but a focus group would give me the chance to identify root causes and the systematicity of the causes.

One measure of success is noted in the question: I am comfortable making suggestions about additional PL content following a PL event. I believe that the decrease in strongly agree indicates that consultants were not aware of the product agnostic offerings. However, they now feel more comfortable recommending that content. This is indicated in Table 4.

Table 4: Level of Comfort Suggesting PL following PL event

I am comfortable making suggestions about additional PL content following a PL event.		
	Pre-Survey	Post-Survey
Strongly disagree	0	0
Disagree	13.3%	0
Agree	20.0%	71.4%
Strongly Agree	66.7%	28.6%

The purpose of better understanding the Professional Learning offerings is to support partner accounts in developing professional learning packages. Three questions addressed this, and responses are shown in Table 5, 6, and 7:

Table 5: Understand the PL Catalog

I understand the PL catalog and support the creation of PL packages during renewal.		
	Pre-Survey	Post-Survey
Strongly disagree	0	0
Disagree	33.3%	14.3%
Agree	53.3%	71.4%
Strongly Agree	13.3%	14.3%

Table 6: Level of Comfort in Supporting PL packages

I would be comfortable supporting the creation of PL packages during renewal.		
	Pre-Survey	Post-Survey
Strongly disagree	6.7%	0
Disagree	26.7%	14.3%
Agree	40.0%	57.1%
Strongly Agree	26.7%	28.6%

Table 7: Level of Comfort in Supporting Sales

I would be comfortable being in a sales conversation, and I do not worry that I will misstep.		
	Pre-Survey	Post-Survey
Strongly disagree	6.7%	0
Disagree	40.0%	28.6%
Agree	33.3%	57.1%
Strongly Agree	20.0%	14.3%

The first two questions indicated that the consultants who completed the course feel more comfortable with package development. However, I was surprised to see that 28.6% of consultants are still uncomfortable being in a sales conversation--they worry that they will misstep. Some professional learning consultants have received training in sales enablement. Our first few sessions were theoretical, but our last session was more concrete. However, I feel like we could benefit from understanding the reticence so we could better support them in this task.

In October, the NWEA Professional Learning department was moved to HMH. As a result, the number of our Senior Directors was reduced, so every consultant is under one Senior Director. I will share this information with the director, as I believe this indicates that there is a gap between understanding Professional Learning content and understanding how to support partner accounts in sales. We have had professional learning provided to many of

the consultants. However, the content has been more theoretical, and this indicates our consultants have additional learning which needs to be identified.

I am more comfortable recommending professional learning content that I have delivered, or at the very least, I am certified. I wanted to see if certification had an impact on confidence in suggesting content. As our catalogue expands, we need to have more specialized consultants. It is not possible to maintain certification in multiple-product agnostic content areas. Therefore, I posed questions about certification as well as ability to make suggestions to the partner in both the pre and post survey. The content is not a complete list of professional learning offerings, but rather a list of the more advanced offerings in MAP Growth or MAP Reading Fluency or product agnostic offerings. The results are in Table 8

Table 8: Understand Content and Certification

	Pre-Survey		Post-Survey	
	I understand the content of the PL well enough to make suggestions to the partner	I am certified in the following content.	I understand the content of the PL well enough to make suggestions to the partner	I am certified in the following content.
MAP Growth Informing Instruction: Responsive Planning	14%	13%	8%	15%
MAP Growth: Focusing on Growth: Investigating Growth	9%	7%	7%	9%
MAP Reading Fluency Essential Reports: Comparing Data	8%	6%	6%	9%
MAP Reading Fluency Informing Instruction	8%	7%	6%	11%

Certified Trainer Program	1%	1%	0%	0%
Instructional Coaching	3%	2%	4%	0%
Assessment Empowered Classrooms: Student Centered Assessment Literacy	2%	3%	1%	0%
Assessment Empowered Classrooms: Classroom Assessment Standards	1%	2%	2%	0%
Assessment Empowered Classrooms: Balanced Assessment Systems for Leaders	3%	3%	1%	0%
Assessment Empowered Classrooms: Triangulating Data for Instructional Insights	5%	3%	2%	0%
Assessment Empowered Classrooms: Using Achievement Level Descriptors to Ensure Rigor	2%	2%	1%	0%
Responsive Learning Cycles: Activating	3%	4%	4%	0%

Learners with Quality Classroom Assessments				
Responsive Learning Cycles: Building Learning Paths with Students	5%	4%	5%	0%
Responsive Learning Cycles: Engage Students in Collecting Learning Evidence	1%	4%	4%	4%
Responsive Learning Cycles: Integrating Supports for Success	3%	4%	4%	4%
Responsive Learning Cycles: Nurturing Collaborating Learning Spaces	2%	4%	4%	4%
Goal Setting to Empower and Motivate Students Book Study	3%	2%	4%	4%
Equitable Educational Practices	2%	2%	1%	2%
Equity Focused Data Frames	2%	2%	1%	2%
Equity Foundations	2%	2%	1%	2%
Equity in Action	2%	2%	1%	2%

Exploring Mindsets and Authentic Relationships	2%	2%	1%	2%
Leveraging Data for Equity	2%	2%	1%	2%
Eliciting Evidence of Student's Math Understanding	1%	2%	2%	2%
Responsive Math Practices: 3-5 Deep Fractions Concepts	1%	2%	2%	2%
Responsive Math Practices: 6-8 Cultivating Integer Fluency	1%	2%	2%	2%
K-8 Foundations/ Guided by the Shifts-Math	1%	2%	2%	2%
Building Fluent Readers	1%	1%	2%	0%
Foundations of Writing	1%	1%	2%	2%
K-2 How Students Learn to Read	0%	0%	4%	2%
K-8 Foundations/ Guided by the Shifts-Literacy	1%	0%	5%	2%
Early Word Recognition	1%	1%	4%	2%
Literacy-focused Instructional Coaching Services	0%	0%	1%	0%

K-12 Needs Assessment	2%	0%	1%	0%
Perceptions and Practices Survey	1%	0%	0%	0%
Student Portfolio	1%	0%	0%	0%

These questions seem to contradict the responses in Tables 5-7. This makes me wonder if this question was distracting, since there are so many professional learning options. I wonder if consultants are confident with the topic that are offered like Equity, but less comfortable suggesting which equity offering would best meet partner needs.

The final two questions attempted to gather qualitative data. First, I asked consultants to share PL successes in a Google doc. These successes showed that 18 of the full-time consultants had provided suggestions to partners that resulted in additional PL sales. However, there was only one example that resulted in product agnostic, and that was in a state account, where they have already interacted with the agnostic PL. This is another area of where we could build off successes and make connections to product agnostic PL.

I also asked two open ended questions. First, I asked if there were any additional PL needs related to understanding the PL offerings. Although there were only 4 responses, they were helpful in moving this work forward:

- I would love to have someone model from start to finish on how to create content for packages. Where does the Lead start? How often should they reach out to the AM? If AM sells content that the partner would like to change, how do we do this?
- I honestly didn't even know the majority of the list was available for PL offerings. Some I have never even heard of.
- Make the catalog easy to find
- All of it

The final question was “Anything you like to add that was not captured in the questions above:

- To be good as a PL Package lead, I need a basic understanding of the content listed above.
- I feel there needs to be strong connections between PA and PL
- For strategic accounts, it is so important for the team working with the partner to be included in meetings even if it is just for listening purposes. This is the way we learn the partner and can suggest and recommend PL along the way.
- I don't have access to training programs to know the programs better

- This is a great resource. In prepping for a package meeting, I could review ideas with the account manager and get more info on those I am not as familiar. I could briefly overview the ones I am not certified in but would not feel as comfortable if I had in-depth questions were asked about others.

These open-ended questions lead me to believe that some consultants found this beneficial. However, there are other things we need to do as an organization to prepare consultants to support PL planning. I thought I had reduced the barriers to knowledge, but it seems that some consultants still do not have or know how to access what they need.

I was unable to answer evaluation questions 2 and 3. Question 2 states “Do Partners purchase professional learning based on suggestions of their PL package lead?” First, I had planned to create a tracker for strategic consultants to capture their suggestions. We could then cross-check suggestions against the 25-26 PL plans. I did not do this for a few reasons. Since the survey was optional, I figured the tracker would be optional as well. Therefore, it would not produce the needed data. Second, with our reorganization, change in leadership, and reduction in force, our consultants did not have the bandwidth during the busy season to attend to one more task.

Question 3 was do Partner Accounts Representatives value the input of the Professional Learning Package Leads when creating PL packages? I created a pre- and post- survey for partner accounts. I worked with my director and senior director on phrasing. I sent the survey to my Senior Director in March, as he wanted to work with our Vice President in how to share the survey. Although I followed-up repeatedly in our one on ones, the survey for partner accounts was never sent. Since we did not deploy the survey, I did not schedule focus groups. I wanted to use the survey data to determine where to dig deeper. I did not proceed with the focus groups with professional learning. The Self-paced course was optional, and we only had 3 consultants complete the course. The fall delivery season was much busier than usual, and therefore, it did not seem like an appropriate request. As a result of the data, I will be setting up a meeting with my Director, Senior Director, and Vice-President to share what I learned. I would like the opportunity to continue to support the learning around our professional learning opportunities. During this meeting, I’d like to learn how our changes in organizational structure impact this work. The professional learning that has been developed is research based, aligned to professional learning standards, and could impact student learning. Some partners are able to provide their own professional learning. However, other partners would benefit from the product agnostic offerings. I hope to continue to work with leadership to place these as appropriate in our Professional Learning Plans.

MY DATA STORY

Gwendolyn Best – Learning Forward Academy - 2024

WHAT PROBLEM NEEDED TO BE SOLVED?

The primary problem was addressing the significant gap in professional development and support for teachers, especially those entering the field on provisional licenses with limited formal teaching experience. Many teachers lacked the skills necessary for effective classroom management, student engagement, and creating strong learning partnerships. The aim was to create a more aligned and coherent professional learning structure that would provide tailored support for both novice and experienced teachers, while also improving student outcomes.

At the start of my Learning Forward Academy experience, the division faced a challenge: approximately 60% of our 300 teachers hold provisional teaching licenses and enter the profession without a solid foundation in instructional strategies or classroom management. This lack of experience impacts their ability to cultivate effective learning partnerships and manage a dynamic classroom environment, essential components outlined in the Virginia Teacher Performance Standards. Additionally, experienced teachers feel stagnant and need professional growth opportunities to keep pace with the demands of post-pandemic education.

HOW DID WE APPROACH THE PROBLEM?

The program focused on creating a supportive, intentional environment for both new and experienced teachers through structured mentoring, targeted professional development, and tailored onboarding processes. Our approach also emphasized teacher leadership, providing opportunities for veteran educators to co-create and lead professional development sessions. This helped ensure the initiative was dynamic and met the needs of all teachers in the district.

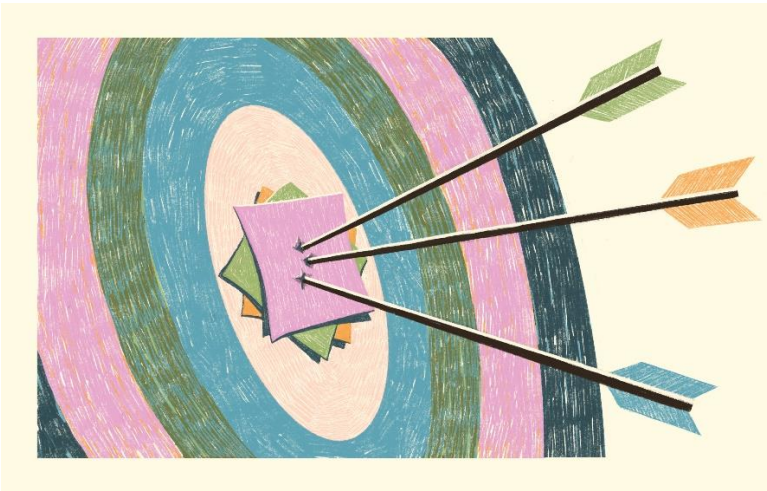
The program was designed to create a robust, multi-layered professional learning system that catered to teachers at all levels:

For novice teachers,	For all teachers,	Mentors and leadership
the system included a well-structured mentorship program that extended beyond orientation, providing ongoing support tailored to their licensure paths.	the initiative focused on aligning professional learning with the district’s teacher evaluation standards, particularly around classroom management, culturally responsive teaching, and student engagement.	collaborated with central office staff to ensure there were no gaps or overlaps in teacher support, creating a seamless experience across the division.

WHAT GOALS AND OBJECTIVES GUIDED OUR WORK?

The goals are to enhance instructional effectiveness for novice teachers, support experienced teachers in mentorship roles, and ultimately improve student outcomes through a more capable and confident teaching staff. We aimed to increase teacher retention, improve classroom management skills, and foster a culture of continuous learning, aligned with the Standards for Professional Knowledge, Instructional Planning, and Student Academic Progress.

The following goals drove our work



- **Increase teacher retention**, especially for those in alternative licensure pathways, by providing structured support and mentorship.
- **Improve classroom management and student engagement** by equipping teachers with essential tools and strategies aligned with evaluation standards.
- **Develop a professional learning system** that addressed the needs of both novice and experienced teachers, ensuring they could create learning environments that foster student agency and effective teacher-student relationships.
- **Enhance student achievement**, as better-supported teachers would be more effective in the classroom.

WHAT EVALUATION QUESTIONS SPARKED THE COLLECTION OF EVIDENCE AND DATA?

1. Are new teachers, particularly those from alternative pathways, demonstrating growth in instructional effectiveness within their first year?
2. To what extent do intentionally- designed professional learning pathways enhance teachers' classroom management skills and support the development of student agency?
3. Is there measurable evidence that structured mentorship and professional development for new teachers correlate with increased student performance and teacher retention rates?

What information did we collect to answer these questions? We collected data on teacher retention, classroom observation scores, student engagement metrics, and feedback from mentors and mentees. Additionally, we reviewed teacher self-assessments and formative assessments related to instructional planning and classroom management. We collected a variety of data so that we could make informed adjustments to our schedules and protocols. Here are some examples:

1. **Teacher Retention Data:** We tracked retention rates, especially for teachers from alternative pathways, to assess the impact of mentoring and professional development on teacher satisfaction and commitment.
2. **Classroom Observation Scores:** Regular classroom observations by mentors and coaches focused on instructional clarity, the science of learning, student engagement, and classroom management.
3. **Student Engagement Metrics:** Collected through observations, student surveys, and engagement checklists, this data captured levels of participation, interaction, and self-directed learning in classrooms.
4. **Feedback from Mentors and Mentees:** Surveys and reflective logs provided insights into mentee progress, mentor challenges, and the overall effectiveness of the support system.
5. **Teacher Self-Assessments:** Teachers completed self-assessments aligned with Virginia's standards, offering insights into individual growth areas and progress in instructional planning and classroom management.
6. **Formative Assessments on Instructional Planning and Classroom Management:** Collected lesson plans, objectives, and management strategies showed how teachers applied learning in real-world settings.
7. **Student Performance Data:** Reviewed assessment scores to explore correlations between teacher growth and student achievement, adding another dimension to program effectiveness.

LEARNING FROM THE DATA

The data shows we're meeting our goals and seeing growth where it matters most. New teachers are improving their instructional practices, and all participants—new and experienced—are strengthening their classroom management skills. This progress reflects both the quality of our mentorship program and the value of targeted professional development.

Our evaluation questions have also been answered. The data confirms measurable progress for new teachers, and we see a clear, positive link between mentorship and teacher retention. Mentorship is not only supporting new teachers but also helping to keep them in the profession, which is a big win for everyone.

One unexpected finding was the level of enthusiasm from veteran teachers. Many of them found the mentorship experience to be incredibly rewarding, seeing it not just as a chance to support others but also as an opportunity for their own growth. This enthusiasm is building a stronger culture of shared learning, where everyone, regardless of experience level, feels they're contributing to something meaningful.

As for strengths, our program is solid in a few areas: we're seeing increased teacher retention, better classroom management, and a positive shift toward collaborative learning across the board. These are foundational gains that we want to continue building on.

However, there are still areas for improvement. Some teachers, especially those in high-need areas, would benefit from more specific support, like strategies for differentiated instruction. Addressing these specific needs will make the program even more impactful.

Finally, new questions have emerged as we've reviewed the data. How do we keep this momentum going year after year? And how can we bring student feedback into the process to gain a fuller picture of what's working in the classroom? The following questions will be used to refine and expand the program to ensure it continues to meet everyone's needs.

- **How will professional learning impact our teacher retention, efficacy, and student achievement?** We want to explore the broader effects of our professional learning initiatives and understand how they can contribute to keeping teachers engaged in the profession, enhancing their instructional effectiveness, and ultimately benefiting our students.

- **What evidence can we collect to measure how experienced teachers will benefit from their contributions to our support systems for new teachers?** We want to capture (and possibly quantify) the impact of this reciprocal relationship and recognize the development of veteran teachers within these roles.
- **What indicators will show us that experienced educators are embracing the support system and making connections between the program and their professional goals and professional growth?** By tracking indicators such as participation in mentorship roles, reflective practice, setting and achieving personal growth goals, and positive feedback on the program's alignment with their career aspirations will show us that veteran teachers find value in the system.

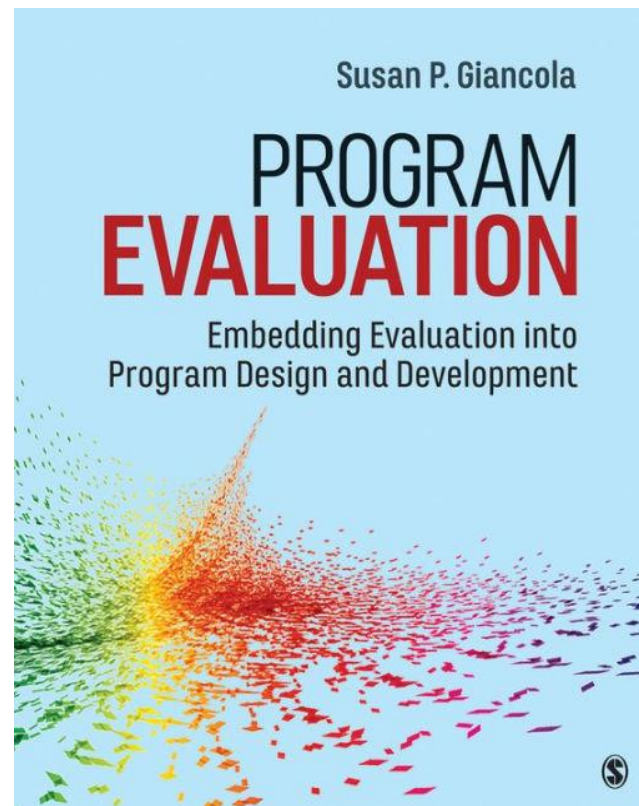
ACTING ON THE DATA

In May of 2024 I started a new role in a division that is just a few miles away from Petersburg City Public Schools. Between those jobs I worked in Learning and Development at a state organization in Richmond, Virginia. I was able to stay connected to key individuals in Petersburg who were interested in seeing how what I started with my Academy experience continued to grow and impact teachers. The [structured mentor program](#) remained in place after I moved on to a new workplace. In my role as a coordinator for learning and development with the state agency, identifying the specific impact that professional learning experiences should have to achieve the objectives of the Workforce Development Division. In that role I was fortunate to bring groups of leaders together to co-create a sustained and intentional [Peer Coaching Learning Program](#) for employee groups that carry out the day-to-day work of the agency. That work was rewarding because that employee group was the largest group in the agency. The Peer Coaching Learning Program included elements that were parallel to the structured mentor program in Petersburg City Public Schools. For example, the leaders of the agency determined that managers of the Customer Service Centers across the state (similar to principals of schools) [had a role to play in the coaching relationship](#) between experienced Customer Service Representatives (CSR) and newly hired CSRs.

The design of the learning experiences for managers and coaches was strategically informed by the metrics used to evaluate the program's effectiveness. In essence, we integrated the evaluation process right from the start, always keeping the success criteria at the forefront of our planning.

As the newly appointed Coordinator of Human Resources with Hopewell City Public Schools, I am granted the privilege of influencing a broad spectrum of critical issues, notably the support extended to novice teachers. My dedication lies in identifying and utilizing concrete evidence that not only signals success and impact at the early stages of new initiatives but also enhances our existing strategies right from the planning phase. This commitment ensures that our approaches are robust and effectively tailored to real-world educational dynamics. A pivotal action in advancing this work involves **an intensified focus on gathering data and evidence to gauge success**. We aim to collaboratively engage with teachers and administrators to co-create an evaluation plan that is integral to the design and continuous refinement of all our programs. This cooperative approach will ensure our strategies are grounded in the realities of educational practice and are responsive to the needs of our educators.

To develop a truly effective evaluation plan, we'll be tapping into the insights from Susan P. Giancola's book, Program Evaluation: Embedding Evaluation into Program Design and Development. Giancola advocates for making evaluation a core element of program design, not just an afterthought. This approach aligns perfectly with what we're aiming for. By integrating evaluation right into the heart of our program structure, we're looking to get real, actionable feedback directly from those who know our operations best—our educators and administrators. Together, we'll co-create this evaluation plan, enabling us to continuously polish our programs, make well-informed decisions, and cultivate a culture of ongoing improvement that truly meets everyone's needs.



Evaluation Framework (For Original Problem of Practice)

Professional Learning Goals	Evaluation Questions I Want to Answer	To Answer the Questions, We Need to Measure...	By Using the Following Evaluation Design...	By Collecting the Following Kinds of Data...	Data Will Be Most Useful if It Comes from	Data Will Be Collected Using
Improve instructional effectiveness and classroom management skills for new teachers, particularly those from alternative pathways.	Are new teachers, particularly those from alternative pathways, demonstrating growth in instructional effectiveness within their first year?	Growth in classroom management and instructional strategies; student engagement and achievement	Pre- and post-observation design with baseline and follow-up assessments	Observation logs, mentor feedback, classroom performance metrics, student engagement levels	Classroom observations, mentor reflections, teacher self-assessments, student participation data	Observations, mentor feedback surveys, classroom performance metrics, student engagement surveys
Enhance teachers' classroom management skills and foster student agency through customized professional learning paths.	To what extent do carefully designed professional learning pathways enhance teachers' classroom management skills and support the development of student agency?	Classroom management outcomes (e.g., fewer disruptions, improved teacher-student interactions); student agency (e.g., self-directed learning instances)	Case study approach with formative assessments and reflective practice logs	Behavior logs, teacher reflections, peer observation reports, student self-assessment surveys	Peer observations, teacher reflective journals, student feedback on learning engagement	Reflective logs, peer and self-assessments, student surveys
Increase teacher retention and improve student outcomes through structured mentorship and professional development initiatives.	Is there measurable evidence that structured mentorship and professional development for new teachers correlate with increased student performance and teacher retention rates?	Retention rates of new teachers, student achievement data, satisfaction with mentorship programs	Longitudinal tracking and correlation analysis of retention and student outcomes	Retention statistics, student achievement data (e.g., assessments), mentor-mentee satisfaction surveys	HR retention records, standardized test scores, mentor-mentee feedback forms	Tracking system for retention, student performance assessments, mentorship satisfaction surveys

Problem of Practice #2 and the Evaluation Framework

For 18 months during my academy experience, I worked at the Virginia Department of Motor Vehicles Headquarters in Richmond, VA, I served as a Learning Strategist as a member of the Workforce Development Division (WDD). While I was there, my academy work shifted to focusing on the goals of refining evaluation processes to align with agency goals, capture employee impact, and improve training relevance and effectiveness.

Problem of Practice

Context: The DMV Workforce Development Division (WDD) team evaluates data at the end of each learning experience. The evaluation document includes open response items as well as questions/prompts to which participants provide ratings from 5 (excellent) to 1 (poor). Those items capture participants' reactions to the training and the degree to which they believe the session aligned with the stated objectives and met their learning needs. Current evaluation practices are not providing the data needed to determine the impact of professional learning programs on individual employees, departments, and the agency. We want to move from our current state to one that incorporates the voice, perceptions, and experiences of our employees into the planning, facilitation, and especially the evaluation of professional learning.

Driving Question: How can employees at various levels of the organization work collaboratively and draw upon their knowledge, experience, expertise and passion to create an iterative process for evaluating professional learning experiences and programs that accomplishes these two goals:

1. Enhances the design and facilitation of professional learning to align with agency, department, and program goals.
2. Assesses the impact of professional learning on our goals within three categories: cognitive (knowledge & understanding), psychomotor (skills and behaviors), and affective (attitudes & beliefs)

Professional Learning Goals	Evaluation Questions	To Answer the Questions, I Need to Measure...	Evaluation Design	Data Collection	Data Sources	Data Collection Method
Improve WDD evaluation practices to measure the impact of training programs on DMV goals	How effectively do current WDD courses impact employee behavior, skills, and attitudes (critical behaviors) post-training?	Behavior changes post-training; alignment of behaviors with critical workplace expectations; employee and manager satisfaction	Kirkpatrick Levels 3 (Behavior) & 4 (Results), Guskey's Organizational Support	Surveys, observation notes, feedback from managers and employees	Previous course participants, current employees, DMV managers	Surveys, structured interviews, observation, focus groups
Ensure the voice and experiences of DMV employees are integrated into the design and evaluation of professional learning	How aligned are course objectives with employees' needs and workplace expectations?	Employee perceptions of course relevance: critical behaviors observed in practice; adjustments made based on employee feedback	Mixed-methods design: Surveys, focus groups, and interviews	Survey responses, focus group summaries, interview transcriptions	WDD course participants, DMV employees, focus group participants	Surveys, focus groups, interviews
Collaborate to define and track critical behaviors tied to training effectiveness and agency goals	What are the critical behaviors that indicate effective training and support agency goals? How can these be observed and measured?	Identification and demonstration of critical behaviors in the workplace; agreement between employees and managers on accountability	Collaborative approach integrating Senge's Team Learning and Shared Vision principles	Observations, focus group discussions, feedback logs	WDD employees, managers, CSMA (Customer Service Management Administration)	Observations, focus group comparisons, documentation of critical behaviors and accountability measures

Professional Learning Goals	Evaluation Questions	To Answer the Questions, I Need to Measure...	Evaluation Design	Data Collection	Data Sources	Data Collection Method
Develop a sustainable framework for continuous improvement in training design, facilitation, and assessment	How can a feedback loop be established to continuously improve the alignment of training with DMV's evolving needs?	Frequency and quality of feedback on course relevance; updates made based on feedback; long-term impact on training effectiveness	Continuous Improvement (PDSA cycles); Guskey's Organizational Support and Change	Feedback logs, post-training surveys, structured feedback from stakeholder meetings	DMV WDD team, managers, employees engaged in the training programs	Surveys, feedback forms, review meetings with stakeholders, structured reflections on training impact and adjustments

Data Story of the Leadership Institute for Teachers (LIFT)

Enhancing Teacher Leadership through Professional Learning: A Data-Driven Approach

By Miladys Cepero-Perez

As a participant in the Learning Forward Academy, I have had the unique opportunity to engage in planning and developing the Leadership Institute for Teachers (LIFT) program, which was designed to address specific challenges within Miami-Dade County Public Schools (M-DCPS). The need for effective and high-quality professional learning (PL) for educators is paramount, particularly for those in leadership roles who are not part of the Professional Learning Support Team (PLST). This essay details the assumptions guiding our approach, the problems we aimed to solve, the strategies implemented, and the outcomes achieved, highlighting the importance of data in shaping our professional learning initiatives.

Our primary objective was to create a professional learning program tailored to the needs of teacher leaders in various positions, including team leaders, department chairs, media specialists, and guidance counselors. Many of these educators expressed interest in participating in the Teacher Leadership Academy (TLA), which, although well-established and positively regarded in our schools, was originally designed to meet the needs of PLST members. Recognizing this gap, we developed the LIFT program to build leadership capacity across M-DCPS. Active engagement in professional learning is crucial for fostering a culture of continuous improvement and collaboration among educators. Research indicates that effective professional development is most impactful when it is job-embedded and relevant to teachers' daily practices (Darling-Hammond, Hyler, & Gardner, 2017). Thus, we conducted a needs assessment to identify opportunities for supporting teachers interested in leadership development. By creating pathways for participation in the LIFT program, we aimed to empower educators to take ownership of their professional growth and enhance their leadership skills.

Another key assumption was that educational leaders would possess the necessary strategies and skills to model effective professional learning practices. Leaders play a

critical role in establishing an environment conducive to professional growth. According to Mertler (2021), leaders who engage in collaborative inquiry and action research can effectively inspire teachers to adopt similar practices. In our program, we ensured that all leaders involved were equipped with the knowledge and skills to facilitate high-quality professional learning experiences. This included training in coaching, facilitation, and the implementation of national standards for teacher leadership.

The third assumption was that LIFT teacher leaders would recognize the significance of the Standards for Professional Learning and their potential impact on both their teaching and their students' learning experiences. By aligning our program with the National Standards for Teacher Leadership, we provided a framework that guided educators in their leadership development. This alignment fosters accountability and encourages educators to engage in reflective practices that enhance their instructional delivery (Sagor, 2000).

To address the identified challenges, we implemented a comprehensive program that included the establishment of the LIFT program. The initial design of the program happened at the Learning Forward Academy (LFA). In the LFA, I learned to design a logic model using the KASAB framework as a foundation to develop program outcomes that can be evaluated to determine the success of the program implementation. According to Killion (2008) without specific outcomes for adults that are likely to lead to the desired results in students, evaluations tend to focus on the process of completing tasks rather than on achieving the actual results. The KASAB framework focuses on developing knowledge, attitudes, skills, aspirations, and behaviors (Killion, 2008) essential for developing effective teaching and leadership. Key components of our program included monthly support sessions, collaborative inquiry, and coaching cycles tailored to the instructional priorities of each school. This initiative was designed to provide educators with opportunities for professional learning that directly correlated with their leadership roles.

The goals of our program were multifaceted. We aimed to enhance coaching skills, improve instructional delivery, and strengthen leadership capacity within schools. We established evaluation questions to measure the effectiveness of our initiatives, focusing on areas

such as teacher confidence, collaboration, and student achievement. The data collected from participant surveys indicated that the LIFT program has impacted teacher development, particularly in communication, leadership, and collaboration skills. In two years, the LIFT program has graduated 50 teachers. These teachers collaborated and shared their projects with 60 more teachers in 50 schools and they together impacted 30,000 students. Furthermore, teachers reported increased confidence in managing difficult conversations and executing action plans, contributing to a more supportive and collaborative educational environment. For instance, Ms. Ramos is an M-DCPS STEAM teacher at Ronald W. Regan Doral Senior High School. In the summer of 2023, Ms. Ramos attended the Leadership Institute for Teachers. Her vision was to increase the participation of students in STEAM-related activities at her school. She was able to host a STEAM night activity and student enrolment, and participation increased in her STEAM club. Another participant shared in the survey the following comment:

“Please continue the LIFT program. Being a schoolteacher is powerful and @ times we lose focus or energy. Thank you for re-charging us. I would like to make this available to all teachers! Thank you for helping me find my teacher’s voice!”

2024 LIFT participant anonymous survey

Despite these successes, we also encountered challenges. Feedback from participants highlighted time constraints as a significant barrier to regular collaboration and project development. We created additional support structures, including monthly office hours and support sessions, to facilitate ongoing communication and collaboration among educators. This proactive approach allowed us to address the needs of our participants while reinforcing the importance of sustained engagement in professional learning.

As a result of our data analysis and ongoing evaluation, several new questions emerged regarding the sustainability of our initiatives and the long-term impact on student achievement. Moving forward, we will continue to refine our programs based on participant feedback and data trends, ensuring that our professional learning initiatives remain relevant and effective.

In conclusion, the LIFT program has demonstrated the potential of targeted professional learning to enhance teacher leadership capacity within Miami-Dade County Public Schools. By fostering a culture of collaboration, aligning our efforts with established standards, and addressing the specific needs of educators, we have made significant strides in improving teaching practices and student outcomes. As we continue to evolve and adapt our programs, we remain committed to empowering educators through high-quality professional learning experiences that ultimately benefit both teachers and students.

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Learning Forward Data Story
 SCUSD Secondary Team - Karen Allard, Rachelle Burnside, Rachel Fainstein
[Poster](#)

Our Problem

Santa Clara Unified has historically underserved our Latino/a/x English Learners, resulting in inequitable outcomes. Our data indicates for multiple years this population has remained stagnant in performance on district and state assessments and in reclassification. The majority of teachers feel inadequate and unsupported to meet the needs of Latino/a/x English Learners in their classrooms. Educators express frustration at the lack of curriculum, time, support, and expertise to meet the needs of our multilingual learners. In feedback surveys and observations, teachers have expressed that working with Latino/a/x English Learners takes away time from their other students and/or should be someone else’s job.

Initially we set out to design, build, and implement a comprehensive professional learning system at one comprehensive high school that would train teachers in the intentional use of both designated and integrated English Language Development practices. The end goal was that by June 2025, English Learner Latino a/x **students** at that site would grow one language level (e.g. level 1→ level 2, etc.) as measured by the summative or alternative ELPAC.

How did you try to solve the problem?

We began with a plan to deliver an EL-focused professional learning series to the target site, in line with our district’s three-year focus (2022-2025) on improving outcomes for English Learners. We drafted a KASAB model to support our theory:

Type of Change	Administrators	Teacher Leaders/Coaches	Classroom Teachers	Students
Knowledge: Conceptual understanding of information theories, principles, and research			Educators will have knowledge of culturally responsive teaching practices to meet the needs of Latino/a/x English Learners. Educators have knowledge of high quality strategies and routines to meet the needs of Latino A/X English Learners. Specifically, opportunities to engage and respond and structured turn and talk.	Students have proficient knowledge of how English works to access complex listening, speaking, reading, and writing experiences.

Attitude: Beliefs about the value of information or strategies			Educators believe Latino/a/x ELs can achieve grade level expectations and beyond. Educators see ELs as an asset in their classrooms and share a collective commitment to support Latino/a/x ELs.	Students are capable of learning regardless of English proficiency
Skills: The ability or capacity to use strategies and processes to apply knowledge			Educators are able to implement high leverage culturally responsive instruction and ELD strategies to support Latina/o/x ELs.	Students are able to apply learned language strategies, vocabulary, and structures to speaking, reading, and writing in school and beyond.
Aspirations: Desires, or internal motivation, to engage in a practice			Educators are invested in implementing high leverage culturally responsive practices and ELD strategies to support Latina/o/x ELs. Educators see multilingualism as an asset.	Students are engaged in relevant instruction and have a high sense of self-efficacy.
Behavior: Consistent application of knowledge and skills driven by attitudes and aspirations			Educators consistently apply high-leverage ELD practices that allow students to accelerate their EL development and engage with rich content.	Students consistently and confidently take risks and demonstrate a strong sense of agency in meeting language demands.

However, in the 2023-2024 school year, the district priorities shifted away from EL-focused instruction and the professional learning series was canceled. Our original goal was no longer relevant for a number of reasons:

- 1) We'd met the goal based on the last year's ELPAC data
- 2) We were no longer focusing on one comprehensive high school because no teachers registered for EL training
- 3) It was difficult for us to link student outcomes to a SMARTIE goal because we are too many levels removed from direct influence on students

At this point we pivoted to working directly with our secondary TOSA colleagues. Our theory was to leverage our coaching relationships to work with specific teachers on improving EL instruction through coaching for quality student interactions. We revised our SMARTIE Goal as follows: By June 2025 ten teachers who engage in a formal coaching cycle with their instructional coach will have increased structured opportunities for student interactions built into their lesson plans as measured by planning and reflective

conversations, lesson plans and classroom observations.

We then drafted the following Theory of Change:

Secondary Theory of Change

Action: TOSAs examine district EL student data to determine areas of need for teacher instructional support.

Assumptions: Student needs serve as a motivator for changing teacher practice

Action: If TOSAs express the need for their own professional learning to better support teachers as they shift their EL instruction.

Assumptions: Then TOSA's motivation for learning is based on teacher need.

Action: If TOSAs choose to implement what they learn in the year-long professional learning series on scaffolding instruction to support the success of English language learners

Assumptions:

- Then professional learning is effective in changing educator knowledge, attitudes, skills, aspirations, and behaviors when it meets the standards of effective professional learning.
- Then TOSAs believe that English learners can access rigorous, grade-level curriculum.
- Then TOSAs believe that learning is socially constructed.
- Then TOSAs believe that teacher instructional practice can be shifted with coaching support.

Action: TOSAs will support teachers as they collaborate with colleagues to rewrite existing curriculum to incorporate appropriate Lesson in 3 Moment scaffolding.

Assumptions:

- Teachers are more likely to implement change when they have support
- Teachers change classroom instruction when they learn new instructional practices

Action: Instructional coaches support teachers to implement scaffolding architecture by engaging in coaching cycles.

Assumptions: Classroom-based coaching supports teachers as they apply new practices

Action: Teachers engage in peer observations and reflective conversations with TOSAs throughout the year to design lessons that integrate the strategies

Assumptions:

- The opportunity to collaborate with peers motivates teachers to change practice.

- Teachers appreciate being within a community of other professionals while implementing change to benefit from others' experiences.

Action: Teachers are able to implement lesson plan independently or in teams without coaching support

Assumptions: Teachers will implement learning when they feel a sense of competence and ownership

By October 2023, we had implemented a series of four learning sessions with our TOSA colleagues to support their coaching interactions with teachers and completed two of the four sessions. We drafted an evaluation framework to examine how we would collect and implement data.

Type of Change (KASAB and/or Guskey level)	Question	Data Source	Data-Collection Method	Data Analysis Method	Timeline	Responsible Party
Knowledge	TOSAs know what a lesson in 3 moments is.	TOSAs Coaching Conversation with Rachel, Rachelle or Karen	Survey Coaching Reflection	Survey Results	June 2024	Karen
Skill	TOSAs know how to coach a teacher through implementing the Lesson in Three Moments architecture. TOSAs know how to support teachers in implementing high quality interaction structures in classrooms. TOSAs know how to engage teachers in reflective conversations about the components of the Lesson in 3 Moments and quality interactions.	Coaching Conversation with Rachel, Rachelle or Karen Pre and Post	Survey Coaching Reflection	Survey Results	June 2024	Karen

Type of Change (KASAB and/or Guskey level)	Question	Data Source	Data-Collection Method	Data Analysis Method	Timeline	Responsible Party
Behavior	I routinely integrate Lesson In Three Moments in planning conversations	TOSAs Coaching Conversation with Rachel, Rachelle or Karen	Survey Coaching Reflection	Survey Results	June 2024	Karen

In January, 2024, the district restructured the entire professional learning department, eliminating the director position, as well as many of the secondary TOSA positions. The remaining TOSAs were given new priorities and areas of focus that aligned with another shift in district priorities for the 2024-2025 school year. This restructuring was publicized to all teachers and included that TOSAs were no longer assigned as instructional coaches.

What did you learn from your data?

Because our department was restructured, we were unable to implement our problem of practice. We therefore have no data. The need for coherent and consistent priorities in order to effect systemic change has become clear, however.

What are key strengths to highlight?

We honestly gave our efforts to complete this Problem of Practice. With the revolving changes and pivots at the district level it was frustrating to move forward to create meaningful change.

Dr. Wendy Owens
Special School District
Learning Forward Academy 2024

Overview of the Program

SSD collaborates with 22 school districts in St. Louis County, supporting over 5,000 educators who engage in professional learning aimed at improving outcomes for more than 22,000 students. The mission of SSD's Professional Learning division is to increase student achievement by equitably addressing the diverse professional learning needs of all educators so that they have the knowledge, skills, and resources to be successful. Among the educators served are teachers, principals, other school leaders, specialized instructional support personnel and paraprofessionals, as well as early childhood, career and technical educators. Professional learning, (including job-embedded supports) is offered in a variety of formats as we continue to consider how to increase accessibility for staff across the county. Baseline data was collected using Guskey's 5 levels of evaluation to assess the effectiveness of these initiatives.

Findings and Root Cause Analysis

Initial outcomes (Guskey levels 1 and 2) revealed consistent district-wide performance, with significant increases in knowledge and applicability of learning events. Intermediate outcomes (Guskey levels 3 and 4) revealed inequities in implementation support and fidelity across the county. Root cause analysis suggested a lack of shared vision for professional learning and limited understanding of the distinctions between professional learning and training among educator roles. These revelations were as related to the various roles throughout the organization.

Theory of Change and Logic Model

To address these challenges, a theory of change was developed:

- If educators commit to standards-based professional learning, district leaders will create equitable and accountable structures for educators.
- These structures will foster educator engagement, ultimately improving student outcomes.

Key assumptions included:

- Communication occurs across all levels.
- Systems for monitoring and feedback are in place.
- Adequate resources support professional learning.
- Standards-based professional learning is assessed for impact.

A logic model was designed with inputs, actions, and desired outcomes for each component of the theory of change.

Key Actions and Tools

Milestone Mapping:

- Audited strategic plan templates to identify strengths and areas for improvement.
- Developed tools to measure standards, maximize strengths, and address gaps.

Stakeholder Engagement:

- Established partnerships between districts, professional learning staff, and instructional administrators.
- Engaged the Professional Development Committee to represent teacher roles.
- Strengthened collaboration with the Evaluation & Research team.
- Integrated standards-based professional learning data into district reports.

IC Maps and Coaching:

Innovation Configuration Maps (IC Maps) from Learning Forward guided efforts to:

- Build capacity for monitoring system-wide learning goals.
- Evaluate the effectiveness and impact of professional learning.
- Design differentiated supports for implementing system-wide initiatives.
- Promote equity and diversity through professional learning structures.

Outcomes and Progress

Although the program did not meet all SMARTIE goals, significant progress was achieved:

- **Implementation Standard Gains:** Staff improved their ability to implement and sustain professional learning.
- **Coaching Engagement:** The percentage of participants fully engaging in coaching increased from 62% to 85%.
- **Student Outcomes:** The percentage of students meeting expected outcomes rose from 35% to 58%.

These improvements answered key evaluation questions, including the perceived impact of professional learning and the alignment within the system.

Strengths and Areas for Improvement

Strengths:

- Identified need to establish a systematic approach to ensuring equitable professional learning, including embedded supports.
- Targeted the foundational components of KASAB, focusing on knowledge and aspiration to build readiness for change.
- Demonstrated significant progress in coaching engagement and student outcomes.

Areas for Improvement:

- Leverage the newly formed Division Leadership Team to audit reports, analyze data, make recommendations, and monitor outputs.
- Strengthen partnerships with district administrators to ensure equitable practices across the county.
- Monitor progress through regular reports that highlight successes and areas for growth.
- Approach to developing equitable coaching/coaching cycle(s).
- Establish transparent communication channels to share goals, progress, and challenges with district administrators.
- Gather ongoing feedback from administrators to refine equity strategies and ensure they are meeting local needs.

Next Steps

- Expand the program's data collection to all teams within the Professional Learning Division.
- Utilize dashboards to incorporate professional learning data into district-wide data stories, analyzed three times a year.
- Continue implementing activities from the logic model to align with standards-based professional learning goals.
- Leverage the Division Leadership Team to audit reports, analyze data, make recommendations, and monitor outputs.

Conclusion

While the program has made measurable progress, ongoing efforts will focus on equity, accountability, and alignment to ensure professional learning leads to sustainable improvements in educator practices and student outcomes. The commitment to continuous improvement will guide the next phases of implementation, ensuring the program's long-term success.

References:

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Corwin Press. *The Learning Professional*. 38(2). pp. 26-30

<https://learningforward.org/wp-content/uploads/2017/08/why-evaluations-fail.pdf>

Data Story

Learning Forward Academy 2024

Michelle Della Fortuna

October 31, 2024

Nadira Singh, Learning Forward Academy Coach

Data Story

Introduction, Problem of Practice

The problem I was trying to solve involved developing a supportive and systematic approach for mathematics teachers in Glen Rock Public Schools to engage in collaborative inquiry, with the goal of building teachers' capacity to implement equitable instructional practices in the classroom. Research shows that equitable practices are crucial to improving student outcomes and fostering a positive mathematical identity, yet many teachers struggle to incorporate these practices effectively into their instruction. To address this, I aimed to design a program that would provide high-quality, continuous professional learning opportunities that support teachers in this endeavor.

The program began by forming a committee of teachers who were responsible for selecting curriculum support materials for the 2023-2024 school year. These materials were intentionally aligned with the principles of equitable instruction, ensuring that the resources would not only support student learning but also promote fairness and inclusion. During the summer of 2023, teachers participated in curriculum writing and professional development sessions focused on the newly selected materials. These sessions were designed to foster collaboration, encourage reflection, and allow teachers to deeply engage with the curriculum. Teachers responded enthusiastically, with high levels of engagement and active participation in discussions.

The goals of the program are multifaceted. One key goal is to provide ongoing professional learning opportunities throughout the school year that help teachers sustain the

implementation of equitable instructional practices. Another goal is to increase student success in mathematics, particularly for at-risk and special education students, as well as improving performance on state assessments. The intended outcomes are clear: by June 2024, the program aims to increase the percentage of at-risk students passing higher-level math courses by 10%, raise the percentage of all students meeting or exceeding expectations on state assessments by 5%, and improve benchmark assessment scores for special education students by 5%. Ultimately, the program seeks to foster a collaborative culture among teachers, leading to more consistent and effective use of equitable instructional practices, and thereby enhancing long-term student success and strengthening their mathematical identities. **Evaluation**

The evaluation questions for this program were designed to assess the effectiveness of our efforts to build teachers' capacity for implementing equitable instructional practices, specifically focusing on mathematical discourse, and how these practices impact student performance. The first evaluation question asked, "Did educators learn about mathematical discourse practices to address student performance gaps?" This question aimed to determine whether the professional learning sessions provided teachers with a solid understanding of how meaningful mathematical discourse can support student learning, particularly in closing performance gaps between different groups of students.

The second evaluation question focused on the application of this learning, asking, "Do teachers' daily and unit lessons include instructional practices which facilitate meaningful mathematical discourse?" This question sought to evaluate whether teachers were incorporating what they learned into their actual lesson planning and design. It aimed to check for evidence of teachers embedding these practices into their instructional routines, ensuring that opportunities for student-centered discourse were being intentionally integrated across their daily and unit-level teaching.

Finally, the third evaluation question explored the frequency of these practices in action, asking, "Are instructional practices which facilitate meaningful mathematical discourse

being implemented frequently?" This question was crucial for determining whether these discourse strategies were being regularly and consistently used in classrooms. It sought to measure the extent to which these practices were becoming an integral part of teachers' pedagogical approaches, rather than being applied sporadically or only in specific circumstances.

Together, these evaluation questions aimed to assess both the knowledge gained by teachers during professional learning, the integration of that knowledge into lesson planning, and the consistent, real-world application of equitable mathematical discourse practices in the classroom. They provided a comprehensive view of the program's impact on instructional practices and its potential to improve student outcomes.

Data Collection

To answer the evaluation questions, I collected several types of data from different sources to provide a comprehensive understanding of how mathematical discourse practices were being learned, integrated, and implemented by teachers. The information collected includes:

1. Pre- and Post-surveys: These surveys were administered to educators before and after their participation in professional learning sessions on equitable instructional practices and mathematical discourse. The pre-survey gathered baseline data on teachers' knowledge, comfort level, and current use of mathematical discourse practices. The post-survey assessed any changes in understanding, confidence, and reported application of these practices after the training. This data directly addressed the first evaluation question: "Did educators learn about mathematical discourse practices to address student performance gaps?"
2. Collection of lesson plans during planning meetings (1-2 times per month): During regular planning meetings, I gathered samples of teachers' daily and unit lesson plans to analyze whether instructional practices facilitating meaningful mathematical discourse

were being intentionally incorporated. By reviewing these plans, I could evaluate how often and how deeply teachers were embedding these discourse strategies into their instruction, answering the second evaluation question: “Do teachers’ daily and unit lessons include instructional practices which facilitate meaningful mathematical discourse?”

3. Documentation from classroom visits and observations: During classroom visits and formal observations, I collected observational data to track the actual implementation of mathematical discourse practices. This included noting how frequently these practices were used, how well they facilitated student engagement in meaningful discussions, and the overall effectiveness of the discourse strategies in promoting equitable learning opportunities. This information directly addressed the third evaluation question: “Are instructional practices which facilitate meaningful mathematical discourse being implemented frequently?”
4. State assessment data: I also collected state assessment data to examine whether there were measurable improvements in student performance, particularly for at-risk and special education students. By comparing this data over time, I aimed to determine whether the increased focus on mathematical discourse practices had any correlation with closing performance gaps, thus connecting instructional changes to student outcomes.

Together, these data points provided a robust evidence base to evaluate the program’s impact on teacher learning, instructional planning, and classroom implementation of equitable mathematical discourse practices, as well as the resulting effects on student performance.

Data Analysis - Teacher Surveys

The surveys revealed that teachers appreciated the curriculum materials and professional development on mathematical discourse but encountered challenges with consistent implementation. Many teachers referenced curriculum documents regularly and used platforms

like Big Ideas for planning, though some struggled with time constraints or technical issues. Teachers demonstrated increased awareness of equitable instructional practices, including the implementation of rich tasks and discourse. However, the frequency of usage varied across the responses, indicating that while some progress was made, sustaining regular use of these practices remains a challenge. The surveys confirmed that teachers learned about mathematical discourse practices and were beginning to incorporate them into lesson plans. However, not all teachers implemented these practices consistently, with some highlighting the need for more structured support and time for reflection. A surprising finding was the variability in teachers' frequency of using tools like Big Ideas and Desmos, despite positive feedback. Some teachers felt highly confident in using these platforms, while others expressed concerns about platform functionality or the relevance of certain resources. Teacher engagement in professional learning was a significant strength, as reflected in their feedback. Many expressed enthusiasm for collaborative tasks, discussions, and the practical application of what they learned. Teachers also valued the variety of resources available for differentiated instruction. A key area for improvement is providing more dedicated time for teachers to plan and implement these practices regularly. There were also requests for technical enhancements to platforms like Big Ideas and Desmos, along with more guidance on lesson structures that integrate these tools efficiently. New questions include: How can we better support teachers in sustaining the use of discourse practices throughout the year? What additional resources or structural changes can be implemented to address time constraints for planning and collaboration? How can we further tailor professional learning to address the specific needs teachers identified, such as refining lesson pacing and enhancing platform functionality?

Data Analysis - Student Achievement Data

The data reflects consistent performance gaps across different student groups, particularly for at-risk and special education students. While some student groups (e.g., Asian and White students) continue to excel, there is a notable performance disparity when compared to IEP

and other underrepresented groups. Benchmark trends for Grades 6-8 show some improvement in overall performance, but not yet at the target levels outlined for at-risk and special education students. The data shows mixed results. While some groups have met or exceeded performance expectations, special education students and at-risk students have not yet reached the desired improvements (5% increase for special education and 10% for at-risk students). The progress is promising in some areas, but not all goals have been fully met yet based on the available data. One surprising finding is the fluctuation in performance within the same cohorts over different years. For instance, some subgroups performed better in one grade but saw a decline in later years, which suggests potential issues with consistency in instructional practices or external factors influencing performance. Additionally, the growth for some demographic groups, while significant, was not as steady as expected, particularly for special education students. Special education students and at-risk students are not progressing at the rate expected, and additional supports and instructional strategies are needed to close these gaps. Sustaining implementation throughout the school year continues to be a barrier, with limited professional learning time available. This suggests a need for more embedded, ongoing professional development opportunities. The inconsistent cohort performance across years highlights a need to review whether instructional strategies are being applied consistently and whether they are being effectively adapted to meet students' needs over time. New questions include: What additional supports or interventions could help close the performance gaps for these students? Why is there inconsistency in the same cohort's performance across different years? Could this be related to external factors, or is there a gap in how instructional practices are being applied across grades?

Next Steps

Based on the data collected, several actions should be taken to improve the implementation of equitable instructional practices. First, more structured time for professional learning should be provided, either through adjusted schedules or more focused use of department meetings.

Additionally, technical support and platform functionality for tools like Big Ideas and Desmos need improvement, with further training to address teachers' concerns. Sustaining teacher engagement is essential, so follow-up workshops, peer observations, and reflective discussions should be offered. Future professional learning should be tailored to address practical needs, including task creation and feedback strategies. Lastly, ongoing monitoring and measurement of progress through surveys and observations will ensure these actions support both teacher growth and student achievement.

Based on the data analysis, several key actions should be taken to address areas of need and build on existing strengths. First, it is crucial to provide targeted support for special education and at-risk students. This can be achieved by implementing differentiated instruction and individualized support strategies, along with professional development focused on these areas. Teachers should engage in data-driven interventions and collaborate to share best practices that specifically help these students. Additionally, sustaining and expanding professional learning opportunities is necessary. Embedding professional learning into the regular schedule, through strategies like professional learning communities (PLCs) and instructional coaching, will help ensure that teachers consistently engage with the material and can apply it in their classrooms. Virtual and asynchronous learning options can further alleviate time constraints.

To address the inconsistent performance across student cohorts, there should be a stronger focus on consistency in instructional practices. This includes grade-level meetings and vertical articulation between middle and high school teachers to ensure a smooth transition and continuity of equitable instructional practices. Collaborative planning should also be leveraged to improve teaching methods. Teachers are already working together on lesson plans, and this collaboration should now focus more on addressing performance gaps for special education and at-risk students through shared approaches and reflective inquiry.

A key area for improvement is enhancing the use of data for continuous instructional refinement.

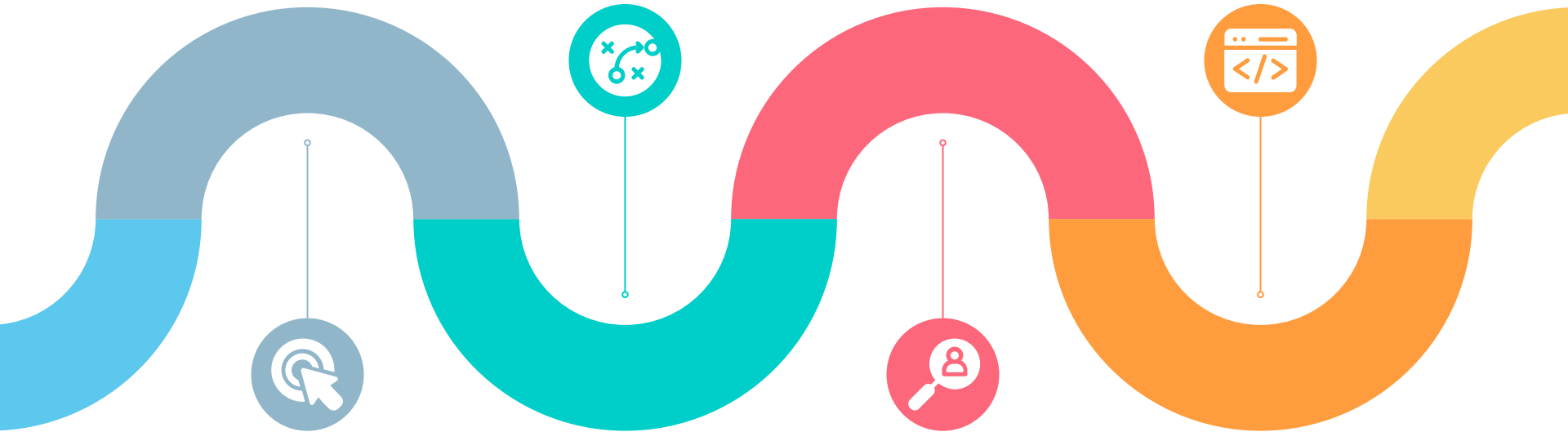
Teachers should regularly analyze formative assessments to monitor student progress and adjust their teaching accordingly. Providing data analysis tools and training will empower them to better use benchmark and NJSLA data to inform their practices. Additionally, it is important to investigate external factors contributing to student performance, such as challenges outside the classroom. Conducting student and family surveys can shed light on these issues, while increasing family engagement will provide further support for students. Finally, it is essential to set clear benchmarks for the impact of professional learning. Teachers should have self-assessments to measure their confidence in implementing equitable instructional strategies, and student feedback should be collected to gauge the effectiveness of these practices in the classroom. By focusing on these areas, Glen Rock Public Schools can work towards closing performance gaps, improving equitable practices, and ensuring sustained teacher collaboration and engagement.

Summary

In conclusion, the data collected from teacher feedback and curriculum surveys highlights both advancements and challenges in implementing equitable instructional practices in mathematics. Teachers have shown increased engagement with mathematical discourse and collaborative strategies; however, sustaining these practices requires additional support and resources. Reflecting on the process of collecting and analyzing this data, it became clear that careful consideration of teacher feedback is essential for identifying specific needs and tailoring professional learning experiences effectively. By providing structured professional development, addressing technical issues, and continually monitoring progress, we can enhance the quality of instruction and positively impact student outcomes.

Dunbar - Learning Forward

Academy 2024



Problem of Practice - Franklin County Public Schools, RMES

Initial Problem of Practice: Design and *implement* a model for professional learning that results in observable change, higher self efficacy, and increased student achievement. (Franklin County Public Schools)

My Sphere of Influence - Rocky Mount Elementary School: Implementation of C.A.R.E.S Professional Learning Pathway and the Energy Bus for Schools Initiative

Scholarly Sources that impacted work:

- [Sources \(linked\)](#)

POP Focus Area: Energy Bus

During year two of C.A.R.E.S. at Rocky Mount Elementary, staff developed a common language, shared expectations, and based strategic academic growth on the idea of student resiliency.

Energy Bus Implementation



Goal Oriented

SMARTIE

1

Self-Efficacy - The percent correlation between the educator self-reflective evaluation tool and observer evaluation tools will increase by 10%

2

Student Achievement - Depending on the school's area of focus (C.A.R.E.S, Curriculum & Instruction, Evidence of Learning) aligned student outcomes (including subgroups) will improve by at least 10%.

3

Observable Change - 100% of educators who participate in professional learning pathways will see at least a 10% increase of observed strategies from beginning of the year to end of year.

Goal

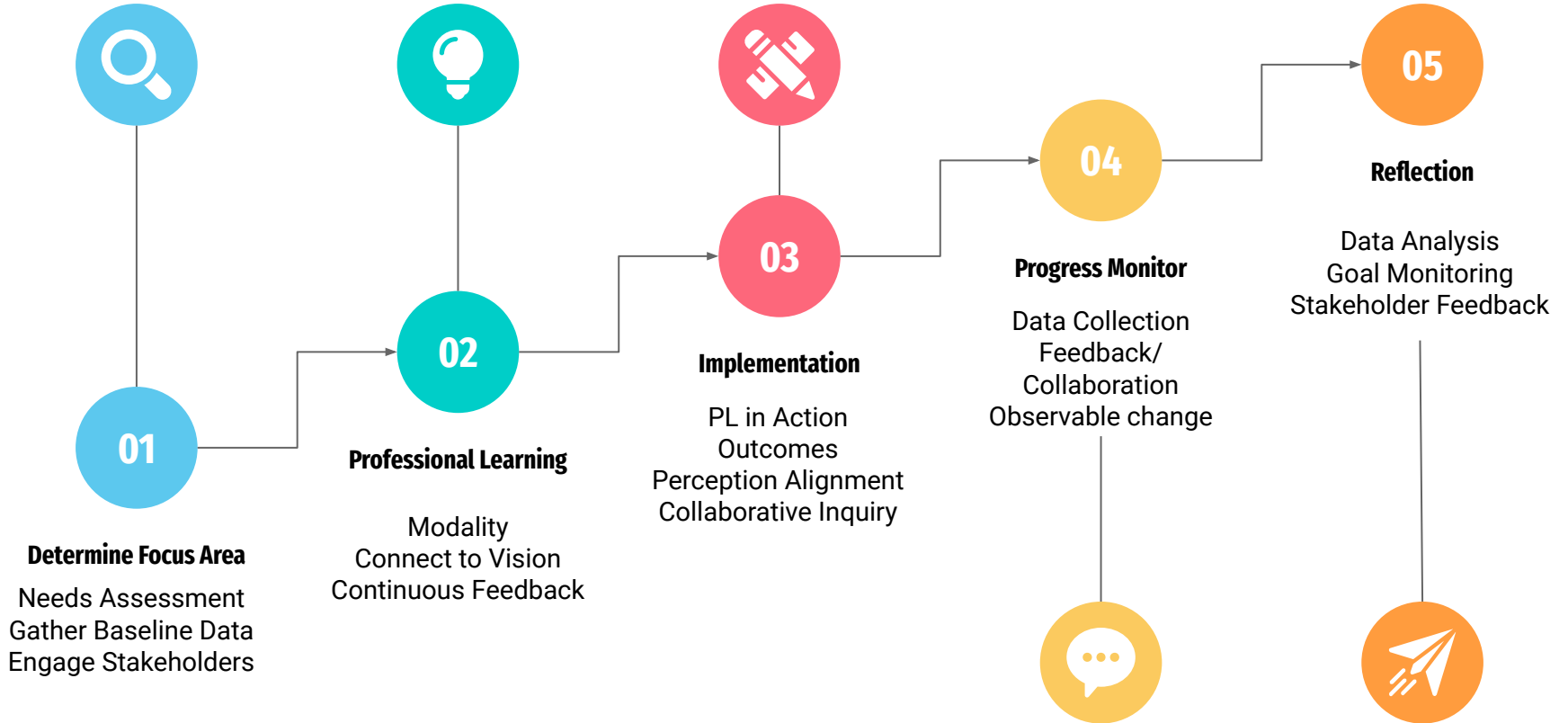
Criteria

Comparison of educator self-reflection tool completed by educators to observer evaluative tools to determine the percent correlation for alignment.

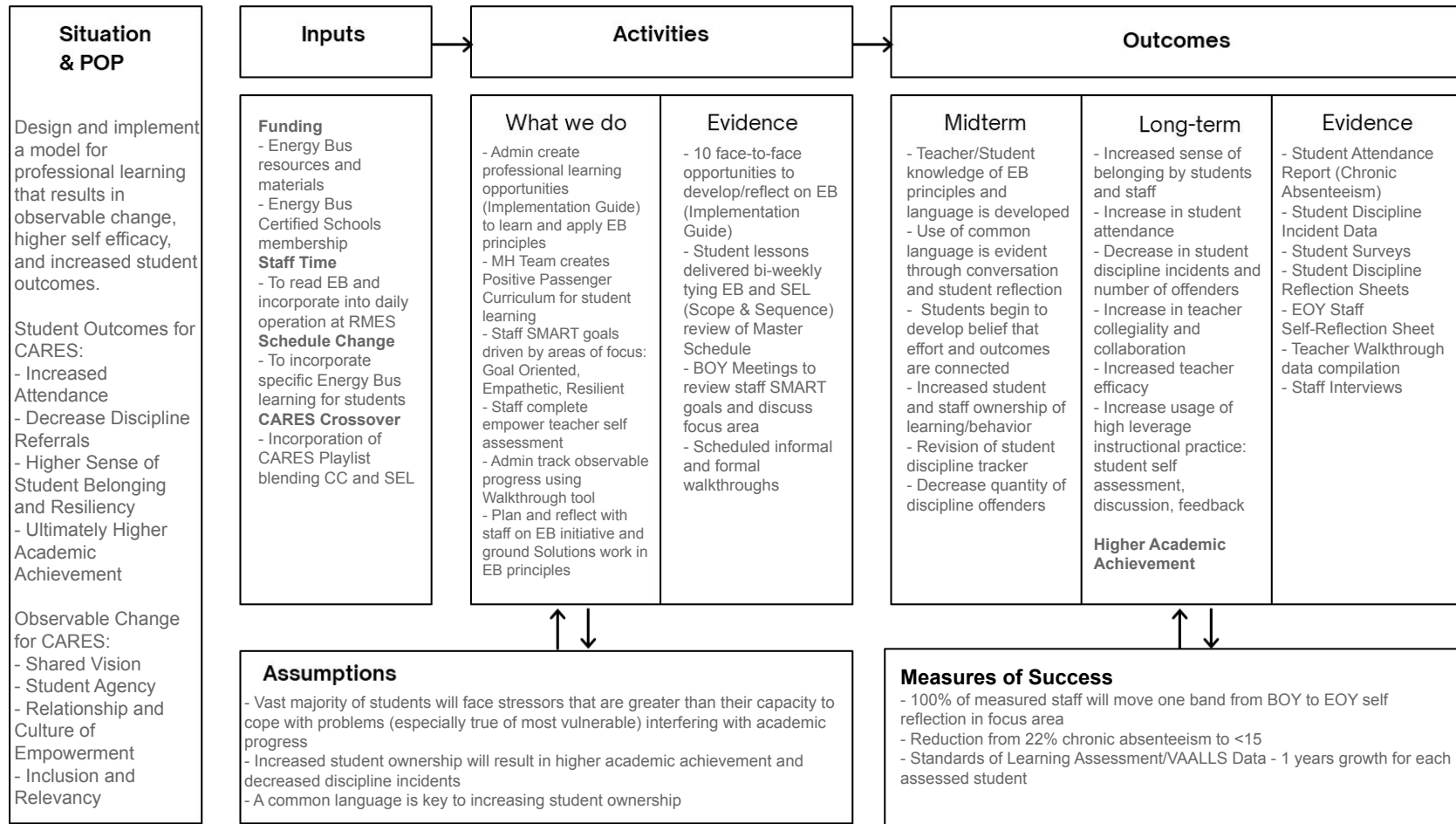
C.A.R.E.S - Attendance rate; reduction in Rtl B Tier 3, disciplinary referrals, school suspensions; Academic Performance

Walkthrough Observation tools from the educator and observers.

FCPS Theory Change



CARES @ RMES Logic Model



Evaluation Plan

Guskey Level	Question	Data Source (Method - Click to See)	Timeline	Responsible Party
Level 1	Reaction to professional learning	<u>Professional learning (Survey) Tool</u>	Throughout the school year	School Leader
Level 4	Use of Knowledge and skills	<u>Walkthrough Form (Observation)</u>	One Each 9 week period	School Leader
Level 4	Use of Knowledge and skills	<u>Self-Reflection Form (Self-Eval Tool)</u>	Beginning of Year and End of Year SMART goal meeting	Instructional Staff School Leader

Student Achievement

Professional Learning Survey

To better drive and support our work as a division, please complete the following survey on your professional learning experience.

matt.dunbar@frco.k12.va.us [Switch account](#)



Not shared

* Indicates required question

Today's date *

Date

mm/dd/yyyy

Which best describes the level where you work? *

Choose

Which best describes your role? *

Choose

Provide the title of Professional Learning Experience that you participated in. *

Your answer

Conditions for Success

After completing the professional learning event, please rate each column. *

	Undecided	Disagree	Somewhat agree	Agree	Strongly Agree
The environment (space) was conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was effective and demonstrated expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning materials provided were helpful for understanding the new skill/knowledge/topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The concepts and methods related to the new skill/knowledge were clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning experience modeled intended outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning was high quality and reflective of research based practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning aligned with the vision of the school system, school, department, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the learning today will contribute to the quality of my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the learning opportunity I had the opportunity to (check all that apply):

- Collaborate with peers
- Have independent practice, reflection, or application
- Reflect on your learning
- Set a goal

Transformational Process

How closely did today's learning align with your personal growth goals?

- 1 - The learning today did not align at all with my growth.
- 2 - The learning today aligned somewhat with my goals.
- 3 - The learning today mostly aligned with my goals.
- 4 - The learning today completely aligned with goals or inspired me to seek further understanding.

How would you rate your knowledge/skill level **prior** to the new learning experience? 1 (new/beginner) 5 (strong/advanced) *

1 2 3 4 5

New/Beginner Strong/Advanced

Rigorous Content

Do you feel the learning today will contribute to the quality of your practice?

- 1 - The learning today is not new. I already do this in my practice.
- 2 - I do not feel the learning today will contribute to my professional practice.
- 3 - I can use some of the information I learned today in my daily practice.

How would you rate your knowledge/skill level **prior** to the new learning experience? 1 (new/beginner) 5 (strong/advanced) *

1 2 3 4 5

New/Beginner Strong/Advanced

Rigorous Content

Do you feel the learning today will contribute to the quality of your practice?

- 1 - The learning today is not new. I already do this in my practice.
- 2 - I do not feel the learning today will contribute to my professional practice.
- 3 - I can use some of the information I learned today in my daily practice.
- 4 - The learning today will greatly help me in my daily professional practice.

Feedback

(Optional) What additional feedback do you have about the learning experience?

Your answer _____

(Optional) What supports do you want/need in order continue your growth in this area?

Your answer _____

After completing the professional learning event...

Strongly Agree = 4 -> Agree = 3 -> Somewhat Agree = 2

3.10

I feel confident in my ability to apply the skill/knowledge/content in practical scenarios from this professional development.

3.22

The learning materials provided were helpful for understanding the new skill/knowledge/topic.

3.31

The concepts and methods related to the new skill/knowledge were clearly explained.

3.28

The learning experience modeled intended outcomes.

3.22

The learning was high quality and reflective of research based practices.

3.23

I feel the learning today will contribute to the quality of my practice.

Learning Environment

Observed

Classroom rules/operating procedures are posted and reflected on.



Conversation/discussion/action models and reinforces appropriate behaviors (includes reinforcing, reminding, and redirecting language.



Learning environment is safe, organized, and inviting



All students are included and involved in the learning process



Teacher(s) and students are respectful of all individuals



Students are empowered to use mistakes as opportunities for growth



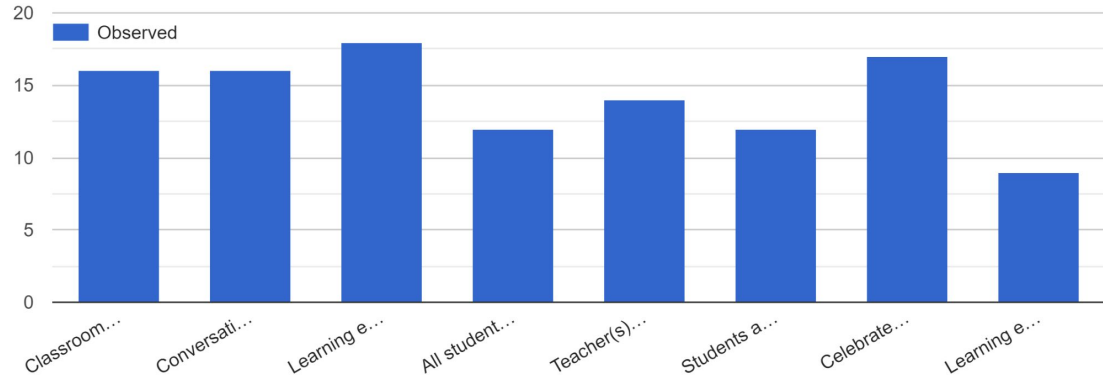
Celebrates student successes



Learning experiences connect to real life (relevancy)



Learning Environment

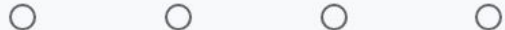


Student Engagement

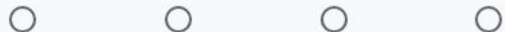
Level 4 - RMES Walkthrough Data

Not Observed Emerging Investing Leading

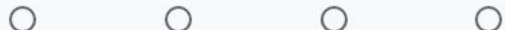
1. (CLE) Students engage in setting learning goals, self-assessment of progress, and/or giving or seeking feedback. Teacher frequently checks for student understanding.



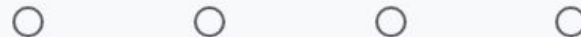
2. (CLE) Lesson plan and Instruction aligned with established standards and benchmarks



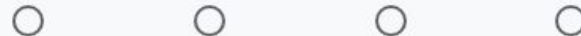
3. (CLE) Students engage in problem solving and/or product creation.



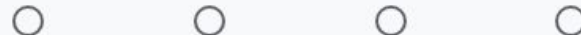
4. (CLE) Students engage in relevant, real-world learning experiences, making connections, and/or determining importance / big ideas.



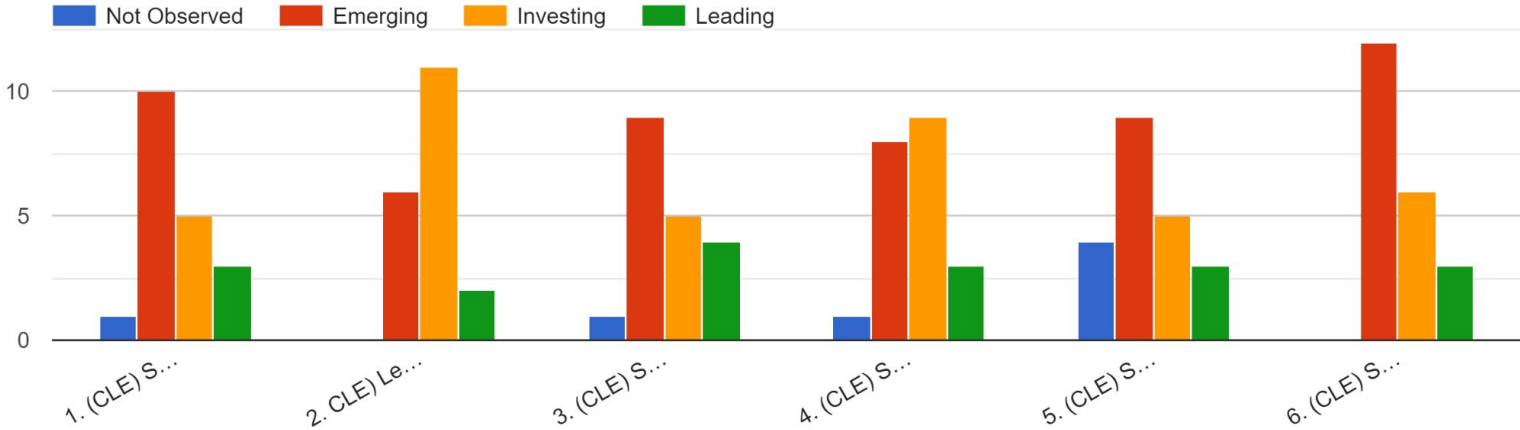
5. (CLE) Students engage in cooperative learning and/or cooperative group discussions.



6. (CLE) Students communicate ideas, explain concepts, or discuss learning experiences



Student Engagement



Level 4 - Self Reflection Example

Goal Oriented (5th Grade Teacher)		
Emerging to Investing	September 2023	May 2024
I support students in setting and meeting goals.	Sometimes	Frequently
In our classroom, we begin with the end in mind to create pathways for students that allows them to accomplish their goals.	Sometimes	Frequently
Students have the opportunity to self reflect on where they are in their learning and make action steps in order to grow.	Sometimes	Frequently
In our classroom, students learn how to monitor progress towards meeting a goal.	Sometimes	Frequently
Investing to Leading	September 2023	May 2024
I empower students to set their own goals and support them in monitoring their progress.	Sometimes	Sometimes
In our classroom, students are encouraged to celebrate successes, revise and adjust goals as needed, and actively pursue meeting their goals.	Frequently	Frequently
Students are able to reflect on conditions that are supporting the growth process and make pivots to adjust strategies if needed.	Frequently	Sometimes
Leading to Innovating	September 2023	May 2024
I empower students to transfer their experiences with academic goal setting and apply to a vision for their future.	Sometimes	Frequently
In our classroom, students are encouraged to set and achieve future-oriented goals that will have a positive impact.	Sometimes	Frequently

Resilience (4th Grade Teacher)

Emerging to Investing	Fall 23	Spr 24
I provide students with meaningful feedback. Meaningful feedback tells students how to use the feedback, is timely, states the desired results for students, and leads students to reach a goal.	Frequently	Always
In our classroom students use meaningful feedback to modify work or behavior.	Sometimes	Frequently
I support students when they try something new. Students have opportunities to try new approaches, strategies, and work independently and collaboratively to take risks.	Sometimes	Sometimes
Structures and protocols are used to create a safe learning community.	Frequently	Always
In our classroom students learn and apply perseverance strategies. We utilize a growth mindset and feel safe to try new things even if we don't feel capable of success at first.	Always	Frequently
Investing to Leading	Fall 23	Spr 24
I provide students with opportunities to participate in a feedback cycle that keeps them moving toward high levels of achievement.	Frequently	Sometimes
In our classroom students are provided feedback toward their goals. The feedback is specific and non-evaluative and allows opportunities for students to correct their work and self-reflect.	Sometimes	Sometimes
Students use feedback to advance their achievement and begin to apply the feedback to new situations.	Sometimes	Frequently
I give students opportunities to take risks and try new things.	Rarely	Rarely
I model and give students opportunities to practice resiliency in a safe environment, understanding that failure isn't final.	Frequently	Frequently
Peer and teacher feedback is given and used to prioritize progress even when setbacks occur.	Sometimes	Sometimes
In our classroom, I help students understand how to sustain effort to overcome challenges. Students reset when roadblocks occur and re engage in the work.	Always	Sometimes

Leading to Innovating	Fall 23	Spr 24
I empower students to seek out and provide feedback with their peers and outside communities.	Rarely	Sometimes
In our classroom, students are provided opportunities to partner with peers and outside communities to receive meaningful feedback on work that is meaningful to them.	Sometimes	Rarely
Students are able to receive and grow from this feedback and transfer the feedback to new situations.	Sometimes	Rarely
I empower students to acknowledge roadblocks and self moderate to overcome and grow in order to understand and know their purpose for the future.	Frequently	Sometimes
In our classroom students persevere and use sustained effort to continue even when faced with setbacks or challenges.	Always	Frequently

Energy Bus Impact Survey - Student Survey Results

Target Area	Strongly Agree	Agree	Not Sure
The Energy Bus has impacted my school by showing students being positive can have an impact on everyone. (76.3%)	44.1%	32.2%	18.6%
I am aware that I have the ability to turn my day around by focusing on positive thoughts and actions. (84.8%)	49.2%	35.6%	10.6%
My teacher talked about the Energy Bus with our class frequently. (82.8%)	34.5%	48.3%	12.1%
I know how to set a goal and monitor my progress toward that goal. (77.9%)	23.7%	54.2%	18.6%
Our school does a good job of recognizing students for their positive behavior. (89.6%)	53.4%	36.2%	6.9%
I learned about setting a positive vision and how to achieve my goals MORE this year than in previous years of elementary school. (84.5%)	48.3%	36.2%	13.8%
The Energy Bus has helped Rocky Mount Elementary become a better place. (81.4%)	39%	42.4%	13.6%

Student Outcomes - Achievement

ACCREDITATION

2024 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **0 of 6**
Accreditation Status Last Year: **Accredited with Conditions**

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level One	
Mathematics	Level One	

Student Engagement & Outcomes		
Chronic Absenteeism	Level One	

Accredited: All indicators at Level One or Level Two or Waiver

Accredited With Conditions: One or more indicators at Level Three

Accreditation Denied: Under State Sanction



show explanation



export data

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Learning Forward Academy Class of 2024
Final Product

Our District

Northwest Suburban Special Education Organization (NSSEO/805) is a special education cooperative located in the Northwest suburbs of Chicago. The purpose of a special education cooperative is to serve students with a higher intensity in levels of service need that their home district may not be able to provide. NSSEO is comprised of eight member districts, in addition to accepting non-member students from over 40 other districts. NSSEO employs staff at three special education schools, four deaf and hard of hearing resource classrooms, and through itinerant services (vision, adapted physical education, related services). NSSEO's vision is "*Enhancing students' talents and dreams for a promising future*".

My Problem of Practice

In 2021-2022, a significant problem we were experiencing district-wide was new teachers did not feel supported or equipped to do their job in the first years in the classroom. The work in a special education therapeutic day school can be extremely challenging and unlike what many teachers are prepared for coming out of undergrad teacher prep programs. This impacts student learning in a multitude of ways, most importantly the level of support and consistency they need is not met when teachers leave each year or even leave mid-year. As a school district, we needed to develop a community of staff who are resilient, confident, and efficacious.

Due to this impact, my goal was to create a sustainable culture that is defined by low staff turnover and high staff efficacy to impact student learning outcomes and is supported by systems of professional learning, mentoring, and coaching.

My Process

In order to make an impact, I needed to analyze the three programs (1) mentoring, (2) coaching, and (3) professional learning. Some questions I needed to answer to support my problem were:

Molly Dunne
Learning Forward Academy Class of 2024
Final Product

- To what degree do staff feel confident in teaching practices that are aligned with the instructional framework because of professional learning opportunities?
- How many students are meeting expected IEP growth targets?
- How aligned are our coaching cycles with building goals?
- What are staff reporting about their attitudes towards school climate and culture?

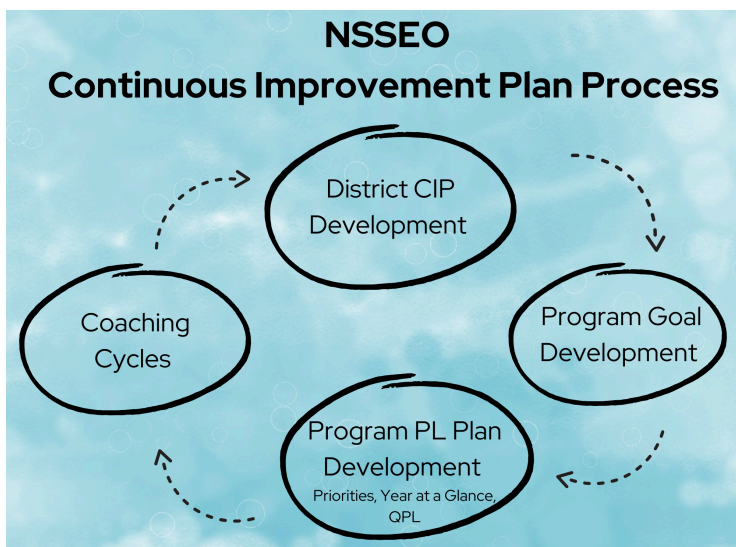
❖ Mentoring

To improve our mentoring program, I first collected qualitative and quantitative data to analyze where we were missing the mark. One of the main pieces of feedback was that the mentoring program was not differentiated enough for the varied groups of staff we employed. I restructured the quarterly meetings to incorporate the knowledge, skills, and behaviors using the KASAB framework for first and second-year teachers. I implemented a more collaborative structure to our quarterly meetings and ensured the quarterly content was topics that directly impacted them in those few months. I included various opportunities for reflection and skill development.

❖ Professional Learning

My analysis of our professional learning efforts revealed that activities were being executed without a cohesive strategy or intentionality. The first step in addressing this was to establish a clear alignment between our continuous improvement plan and the professional learning planning across schools. With alignment and clarity achieved across our leadership team (see figure to the left), I introduced a structured four-step process, incorporating evaluation questions, logic

models, and milestone mapping. This framework guided curriculum teams and



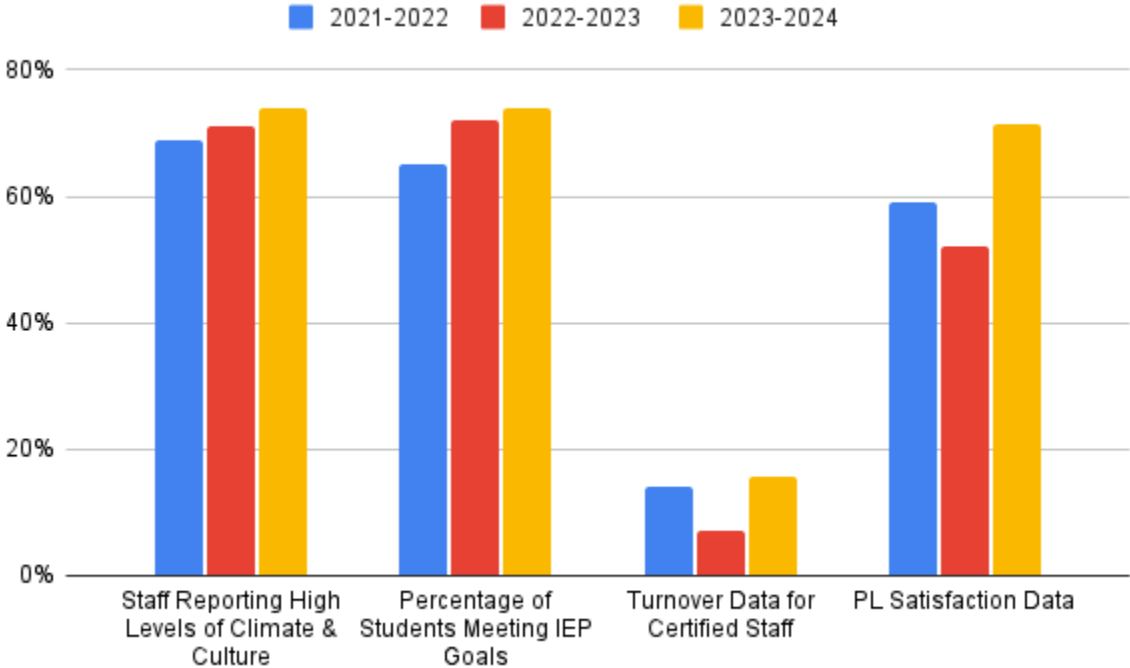
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Learning Forward Academy Class of 2024
Final Product

leaders from high-level ideas to specific, actionable plans, ultimately resulting in more targeted and aligned professional learning outcomes

❖ Coaching

To strengthen our continuous improvement efforts in supporting teachers, we enhanced our coaching cycles to make a more meaningful impact. I provided training for coaches on the KASAB framework, equipping them with a deeper understanding of how to foster lasting learning and support transformative change. Additionally, we analyzed data from previous coaching cycles to gain insight into time allocation and areas of focus. This reflection enabled us to align our coaching strategies more effectively with district and building priorities, ensuring our coaching efforts are both targeted and impactful.

Key Learnings



Based on last year's data, while I didn't meet all my intended targets, I achieved noticeable growth in most areas. I'm particularly proud of our professional learning

Molly Dunne
Learning Forward Academy Class of 2024
Final Product

data, which captured staff perceptions of professional development alignment with their goals. Satisfaction levels increased by 12.3% over the last three years, reflecting our commitment to meaningful, goal-oriented support. Additionally, the percentage of students meeting their IEP targets rose by 8.9%, and our staff climate and culture data showed a 5% improvement. A major focus over the past three years has been on aligning district efforts to drive effective change. I once heard, "Change at NSSEO feels slow and unsuccessful." Through the academy process, we've worked to make district-wide changes feel more achievable, impactful, and clearly aligned with our goals.

Future Wonderings

Over the three years, our retention data has not improved. While I am pleased with the increase in satisfaction and alignment, I had hoped that moving these levers would support the retention of staff. Due to this, I think we need to continue to explore as a district what are some of the driving forces that are causing staff to leave.

Our Data Story

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Vivian Holcombe, Elementary Literacy Manager
Adrienne Howard, Elementary Education Director
Kristen Rulison, Skills for Learning & Life Manager



Improving Grade 3 Reading Success Through Sustainable, Job-Embedded Professional Learning for K-2 Literacy Teachers



Palm Beach County School District, the nation's tenth largest, serves a diverse elementary student population with roughly equal proportions of White, Hispanic/Latino, and Black students. Historically, grade 3 reading proficiency has hovered slightly above 50%, according to Florida's State Reading Assessment. Deeper analysis revealed that deficiencies in foundational reading skills began in K-2, highlighting the critical need for early intervention. A primary barrier identified was the lack of sustainable, job-embedded professional learning for K-2 educators.

Goals

To address these challenges, the district set ambitious goals to:

1. Increase grade 3 reading proficiency.
2. Enhance kindergarten literacy skills.
3. Provide ongoing, in-depth support to over 70% of K-2 teachers and administrators to create a sustainable improvement model.

Strategies Implemented

- **Literacy Institute and Professional Learning:** The district launched a three-day Literacy Institute attended by 300 K-2 teachers, focusing on the Science of Reading and foundational literacy skills.
- **Leadership Training:** School leaders received training on Florida's formula for reading success, empowering them to foster literacy-rich environments.
- **K-2 Literacy Cohort Expansion:** Sixteen new schools joined the K-2 Literacy Cohort, bringing the total to 61, to receive targeted support and professional learning.
- **On-Site Modeling and Coaching:** Educators received hands-on support with small-group instruction through on-site modeling and one-on-one coaching. Learning walks provided real-time feedback to ensure the consistent implementation of best practices.

Key Tools and Frameworks

The district adopted the **KASAB (Knowledge, Attitude, Skills, Aspirations, Behavior)** tool, which helped clarify needed shifts in teacher and student practices to improve grade 3 reading scores. This framework guided the district's professional learning team in defining clear outcomes and aligning resources effectively.

Impact and Outcomes

- **Growth in Grade 3 ELA Proficiency:** In the first year, grade 3 reading proficiency rose from 48% to 54%, showing early signs of success from the focused support and strategic interventions.
- **Teacher Engagement and Satisfaction:** Over 534 K-2 teachers received professional learning, with 92% reporting a positive impact on their literacy instruction.
- **Positive Shifts in Instructional Practice:** By addressing foundational skills and using structured support like the University of Florida Lastinger Small Group Literacy Framework, teachers reported enhanced confidence and effectiveness in their literacy instruction.

Future Directions

The district will continue with its comprehensive support model by:

- Providing an ongoing literacy series, "What Does Literacy Look Like Now?" for administrators.
- Extending professional learning to reading coaches.
- Conducting additional learning walks to refine and sustain improvements.

In conclusion, the Palm Beach County School District's commitment to transforming early literacy through targeted support and professional learning has initiated a promising trajectory toward improved student outcomes. By identifying specific barriers and implementing focused strategies, the district has not only increased grade 3 reading proficiency but also empowered educators with essential knowledge and skills. The collaboration among teachers, administrators, and literacy experts has fostered a culture of continuous improvement, ensuring that foundational reading skills are prioritized from the earliest grades. As the district continues its efforts with innovative training and ongoing support, it remains dedicated to nurturing a future generation of confident readers, ultimately bridging achievement gaps and enhancing the educational experience for all students.


Learning Forward - Data Story

Kurt Johns - Lyons Township High School District 204

Our Dilemma and Problem of practice:

In 2020, our school knew we needed to provide tier 1 instruction for our students in social-emotional learning. As the Physical Welfare Division Chair, this responsibility fell to me to figure out a meaningful way to incorporate an SEL curriculum within our Physical Education courses. We researched different methods and curriculums eventually settling on Yale University's Center for Emotional Intelligence RULER SEL curriculum. Unfortunately it wasn't as simple as choosing a curriculum and training teachers in order to implement this learning with fidelity in a way that positively impacted student learning.

Our staff struggled to implement these new lessons in a meaningful way which led to our desire to support our staff with high quality professional learning which we hoped would lead to improved student outcomes. In order to determine where to start we did a Root Cause Analysis and determined the following:



Root Cause :

Our staff of PE and Health teachers could not see the link this content (SEL) to their current lessons and curriculum (although there were many connections) and they did not feel as though they had the skill set to deliver meaningful classroom-based lessons to their students in a way that was engaging where students were having rich discussions and able to formulate and answer questions related to their emotional regulation.

So as we began to tackle this problem, I used the KASAB method to articulate the change we were hoping to see in our teachers. Our theory was if we can build the knowledge and skills of our teachers in SEL as well as engaging teaching practices that their attitudes, aspirations, and behaviors would change when delivering the curriculum. This process helped to articulate our Problem of Practice which narrowed the focus of my work and allowed me to set goals and measures to assess progress.

POP:

We aspire to create a culture amongst our staff and students that values the connection to physical and mental wellbeing by having students engage in a curriculum that positively impacts student wellbeing. This will happen through the implementation of high-quality professional development focused on student-centered instructional practices and providing meaningful feedback to elevate teaching practice and student learning.



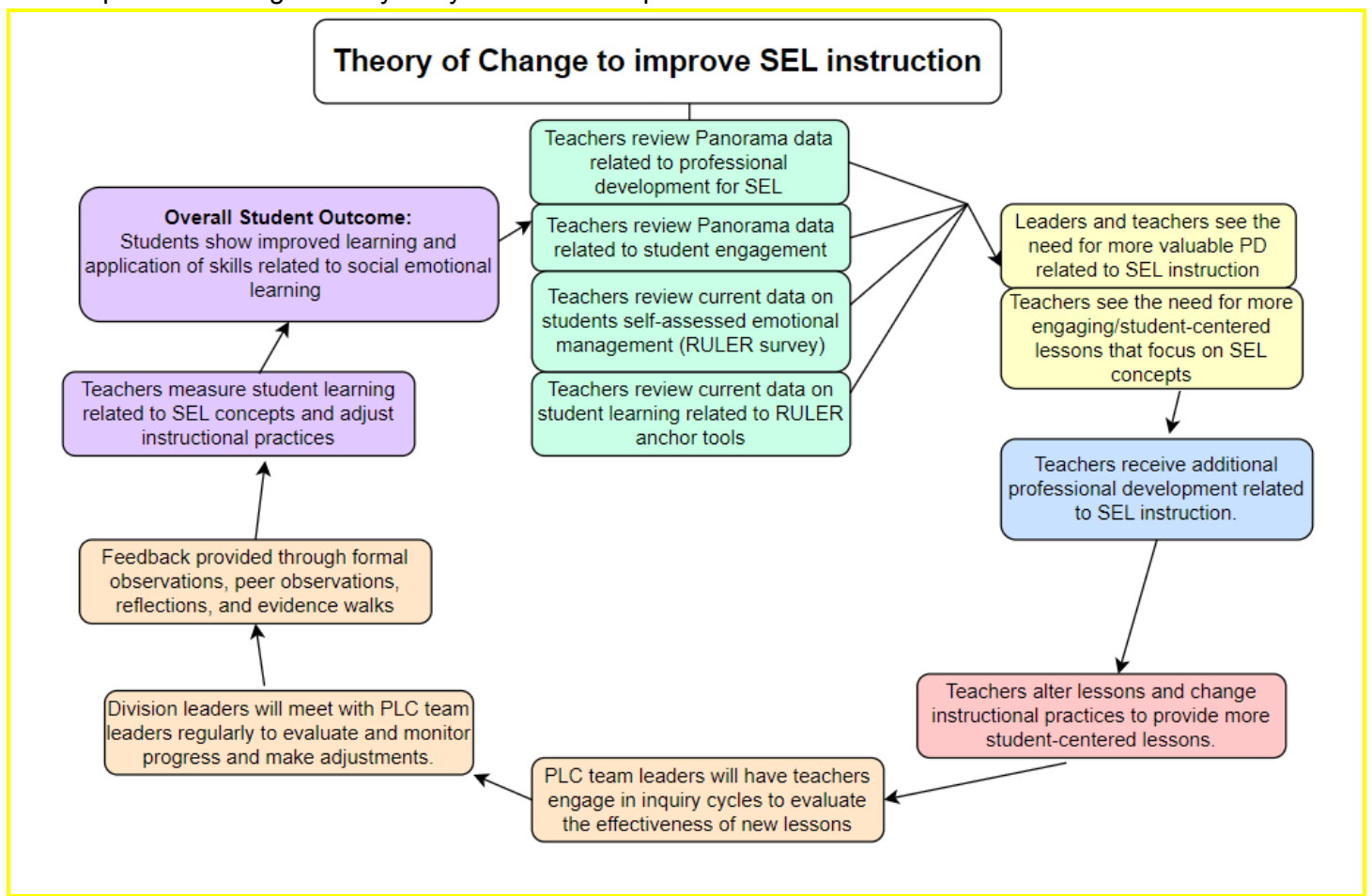
Trying to solve our problem:

As we tried to solve our problem we realized there would need to be extensive work done on many levels to show progress. The biggest challenge was showing a need for professional learning around SEL instruction and engaging teaching practices for our staff. Teachers fell into one of three categories as it related to SEL instruction:

- Teachers who saw the need for SEL instruction and had a strong classroom-based instructional strategy skill set.
- Teachers who saw the need for SEL instruction, but needed support in building their classroom-based engagement skills.
- Teachers who did not feel that SEL instruction was needed or linked to Physical Welfare. This group for the most part also did not possess the needed classroom skills to successfully implement engaging SEL instruction.

So, we need to get teachers to understand the connection to SEL and our content as well as show a need for this work with our students. This meant we had to develop data sources and then collect and analyze the data before we could really begin to attack professional learning for our teachers. This marked a change in what we have traditionally done with our professional learning; by having our staff see the data to reinforce the need, it helped with support and eventual fidelity.

As we looked at all of the different steps needed to have a successful change and positive impact on students, I developed our Change Theory to try and solve our problem.



Our intended outcomes:

As I tried to develop measurable ways to determine if I was on the right track with my theory of change, I developed the following SMARTIE Goals:

- By the end of 23-24 school year, we will see an increase of 10% in Physical Welfare teachers responding favorably to the value of SEL professional development opportunities as indicated on our staff Panorama survey. (This increased by 9%)

- By the end of the 24-25 school year, student responses for all population groups regarding engagement will increase 10% based on Panorama survey data. (We had a 4% increase in student responses regarding engagement last school year.)
- By the end of the 24-25 school year, 70% or more of the Physical Welfare staff will receive positive feedback on observations in 3c (Engaging students in learning) according to the Danielson Rubric. (83% of our staff received specific positive feedback on engagement practices in observations by the end of the 23-24 school year. In addition, we had a 9% increase in staff perceptions related to meaningful feedback and coaching in the evaluation system at the end of last school year.)

We felt these were measurable outcomes that would show if our work was having a positive impact. Some were checkpoints that allowed us to make changes along the way while others would be able to show improvement in part to the professional learning we were doing with teachers around SEL instruction and engaging instructional practices.

While we did measure these outcomes and it gave me good information it ultimately didn't address the real question of "will students show improved learning and application of skills related to social-emotional learning?"; all of these measures failed to address the impact on students.

So we decided to add two measures related to student growth. The first was to add a way to measure the growth in student perception of SEL related concepts. We decided to use a pre and post survey of freshman students through their PE classes to see if their perceptions changed in a positive way. We also added a post assessment for Senior students to see how their perceptions of SEL concepts changed over the course of 4 years of SEL tier 1 instruction. We hope to be able to compare cohort groups over time to see if we can continue to improve our curriculum. The second measure that was put in place was to determine the effectiveness of our SEL instruction in our Freshman Physical Education classes. Ultimately, we want our students to be able to apply the RULER Anchor Tools in a way to manage their emotions effectively. This measure was one of our most important as it directly shows the impact of our instruction in our curriculum and can be broken down by teacher which will allow me to address any deficiencies related to engaging instruction or lack of perceived value or connection to the curriculum.

Addressed my Theory of Change with a Logic Model :

We started with addressing the need for this work so teacher attitudes and aspirations around SEL instruction was addressed. We reviewed student data from Panorama that measured student perceptions around engaging learning in classes while also reviewing student performance on RULER concepts.

We then aligned our division professional learning to build knowledge and skills around engaging teaching strategies as well as the alignment of SEL concepts to our Physical Welfare curriculum. We also did a [data analysis of Freshman perceptions](#) of RULER concepts that led to a realization that we were not getting the data we needed and could not determine if our SEL instruction was leading to improved student learning linked to the RULER Anchor Tools. Working with our PLC team leader and group of teachers we designed an [assessment that would measure student application of RULER Anchor Tools](#) which would show (or not) the effectiveness of our SEL instruction. We also worked to provide continuous feedback to teachers on engaging instructional practices and emphasized shorter but more frequent observations of teachers to impact behavior through an evidence walk focused on student engagement. This [co-created walk-through tool for engagement](#) that we developed with our staff helped to provide more regular feedback on instructional practices.

We learned through the data:

When I review the impact on our work what I am really looking at is how it has impacted our students. Do they see value in this curriculum and are they learning and able to apply the skills we are teaching them to manage their emotions? If this is happening, then I believe we have positively changed our teachers' instructional

practices which also shows they value this work and see the relevant connection to physical welfare more than they did before.

Our Freshman student's perceptions of SEL concepts improved from the Fall to the Spring in the 3 main categories of questions linked to our curriculum within Physical Education (Grit, emotional regulation, and social perspective taking).

1,238 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Fall 2023 SEL Skills and Competencies
Self-Management	76%	60th-79th percentile	▼ 5
Social Awareness	74%	80th-99th percentile	▲ 2
Learning Strategies	70%	60th-79th percentile	0
Grit	63%	60th-79th percentile	▲ 2
Emotion Regulation	62%	80th-99th percentile	▲ 1
Self-Efficacy	62%	60th-79th percentile	▼ 3
Social Perspective-Taking	56%	80th-99th percentile	▲ 6 Greatest increase

The data we collected in our RULER Anchor Tool Assessment we created yielded positive results with 80% of our students demonstrating they can effectively apply the anchor tools to regulate their emotions.

Anchor Tool Data:

OVERALL STATS					
Average Score out of 12	Average %	Median	Mode	Highest Score	Lowest Score
9.63	80.21%	10	12	14	0

Open Ended Question Stats

	Describe a situation that you where you would use the blue print. How would the blue print help to regulate your emotions in this situation?	Describe a situation where you would use the mood meter. How would the mood meter help to regulate your emotions in this situation?	Describe a situation that you where you would use a meta-moment. How would the meta-moment help to regulate your emotions in this situation?	Explain how emotions impact decision making and behavior. Provide 1 example
	Q1 3 pts	Q2 3 pts	Q3 3 pts	Q4 3 pts
Average Score	2.12	2.50	2.39	2.67
Average %	70.77%	83.24%	79.59%	89.07%
Median Score	2	3	3	3
Mode Score	3	3	3	3

This information was broken down by teacher as well which will allow us to provide targeted support to help with the delivery of this curriculum with fidelity across all classes.

To inform us of our next steps for this year and beyond, our team did a [Data Analysis of both the Panorama SEL perceptions survey along with our RULER Anchor Tool Assessment](#). We are continuing to work with all staff on engaging learning strategies with students as well as providing frequent feedback via evidence walks. We have addressed the lesson design within our lowest anchor tool scores (blueprint) and allowing for more formative practice for students with emotional scenarios and applying any of the anchor tools. In addition, through our curriculum review process we continue to connect SEL concepts to traditional PE concepts to provide relevance for the curriculum for staff and students..

Educator Onboarding Systems: A Path to Retention Data Story

It's your first day with students! You were hired before you even graduated college. You've done your student teaching. You spent tons of money at Hobby Lobby and tons of hours decorating your classroom. All for this moment.

And then the students arrive, and it seems like everything you learned or practiced goes right out the window. There is no one else in the room to turn to for support or ask for help. There is no one else there when one student starts acting up or when you don't have enough textbooks because a new student joined just that morning. There is no direction for how to proceed when at least five students are noticeably not able to perform at grade level. Every aspect of the classroom and these students' education now rests solely on your shoulders. That's when you realize that 6 weeks of student teaching, may not have prepared you for the year ahead. So what do you do? Where do you turn?

Traditionally, the answer has been, "Figure it out." You might have a super supportive colleague or administrator to turn to. But you also might not. You might have a Mentoring Program available at your school, but you also might not. Even if you are fortunate enough to have a Mentoring Program, it often varies by state, district, and school as to the level of support and interaction that is included.

And just when you thought you could take a breath because it's lunch time, now you've realized you don't know where to eat. Or who to eat with. It also seems like you missed a memo because you are wearing a brand new outfit you purchased special for this day while everyone else is wearing a school t-shirt and jeans. You grab your packed lunch and go to the Teacher's Lounge to find no one else there. So you decide to just eat in your room.

The story I shared is one that occurs in way too many school classrooms across the country. Teachers are hired in April or May and then not communicated with until August. There is typically some sort of New Teacher Orientation prior to the first day of school, but it often is a one-time event and lasts anywhere from 1 - 3 days, relying heavily on paperwork and expectations for the staff. And that's it. Nothing further.

If a State has a standardized Mentoring Program, it can vary in its expectations, number of required mentoring sessions, support, etc. by district. Some states don't have standardized programs at all.

We have an educator shortage across the country. In addition to that shortage, we also have an educator retention problem. Couple those things with data that

shows the majority of teachers in every state are approximately 10 years away from retirement and that problem becomes a catastrophe¹.

If we want the new educators we hire to feel valued, cared for, and respected in order to retain them beyond their first year, we need to develop a true Onboarding System.

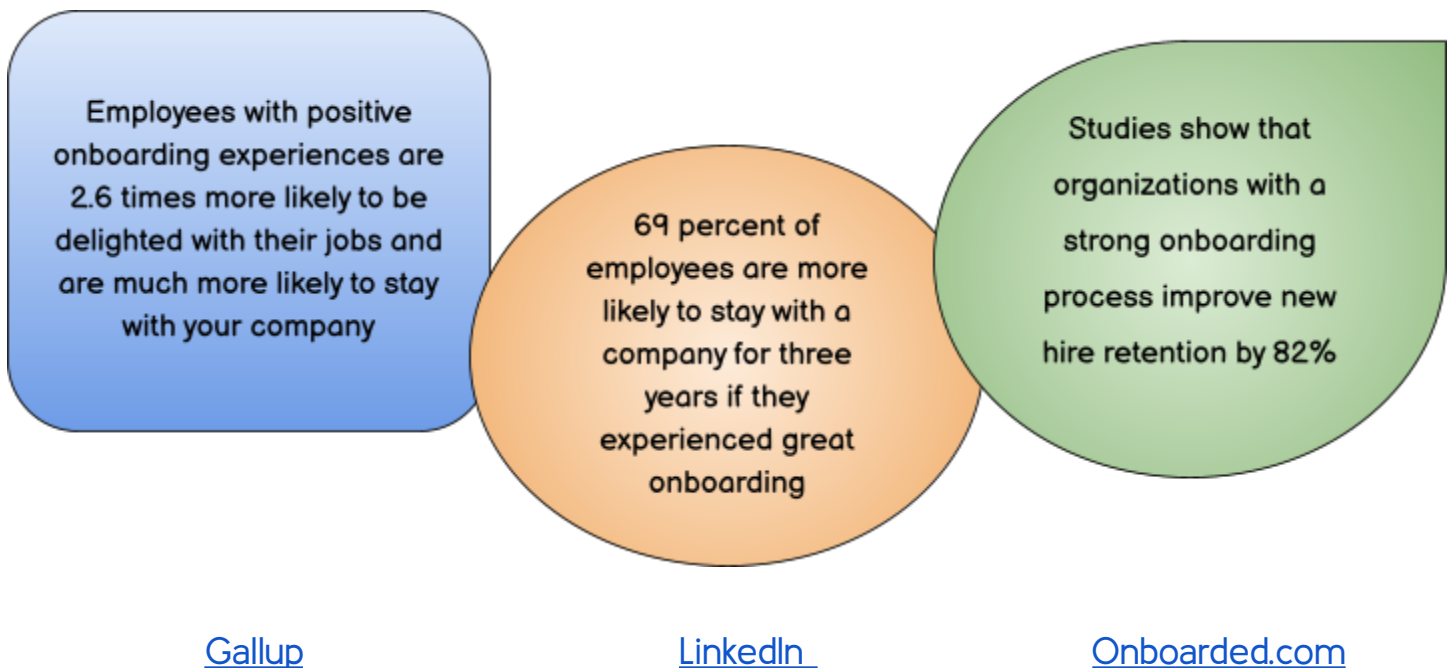
A true Onboarding system entails a year-long personalized process that focuses on growth, support, and culture. It does this by pairing new employees with a Supervisor to provide support, a Mentor to focus on growth, and a Colleague to acclimate them to the unspoken culture and norms of the organization. Frequent meetings are held to answer the 5 questions of Onboarding².

THE 5 QUESTIONS OF ONBOARDING

- 1) "What do we believe in around here?"
- 2) "What are my strengths?"
- 3) "What is my role?"
- 4) "Who are my partners?"
- 5) "What does my future here look like?"

The initial meetings focus on common topics that all new educators need. As the year progresses, follow-up meetings are personalized based on need.

Data has shown time and again how imperative positive onboarding experiences are to both short-term and long-term retention³.



¹ What problem were you trying to solve?

² How did you try to solve the problem (describe your program)

³ What were the goals and intended outcomes of your program?

Knowing all of this, I attempted to implement an Onboarding System at an alternative school that provides educational services to students with IEPs in an alternate setting. These schools tend to have significant staff turnover. The thought was that if I could design and implement a program that improved staff retention at this location, other traditional school districts in the area would also benefit.

With a team, we established a baseline by reviewing turnover and retention rates from the past 3 years. In addition, before providing any Onboarding support beyond what had previously been done, we shared a perception survey with all new educators hired at the beginning of the 2023-2024 school year

To gauge the success of the program, we focused on collecting data to determine fidelity to the Onboarding guidelines, instructional growth of the educator, and student outcomes for children in those classes,

Specifically, we sought to discover⁴:

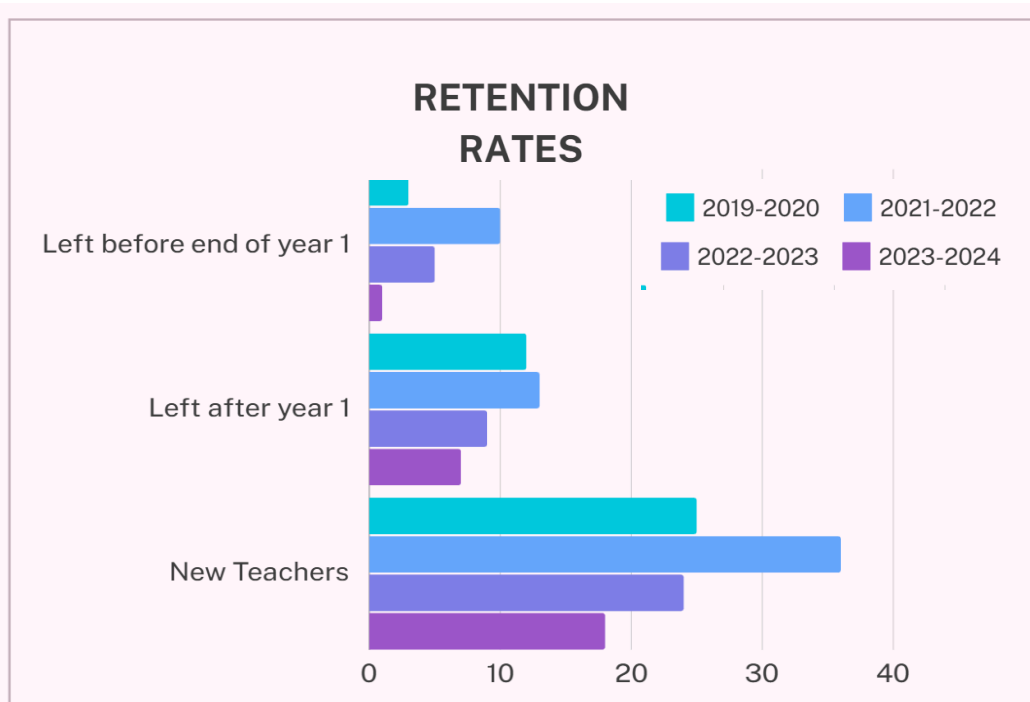
1. whether teachers were receiving support to acclimate to the climate and culture of their assigned school building and whether they felt they had the knowledge and skills they needed to be successful for both the short- and long-term.
2. whether the instructional and academic support they were receiving increased pedagogy and student scores on the Ohio State Tests based on past first-year teacher scores.

We asked our new teachers to complete updated perception surveys at Winter Break and again at the end of the year. We also reviewed meeting agendas for fidelity to the program. Observation and walkthrough data was used to show growth in pedagogical knowledge while OST scores were reviewed to determine whether students benefited from the Onboarding program⁵.

⁴ What were your evaluation questions?

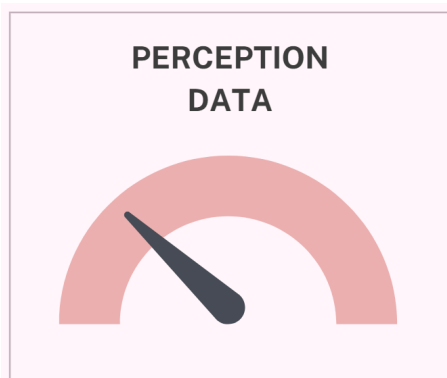
⁵ What information did you collect to answer the questions?

RESULTS⁶

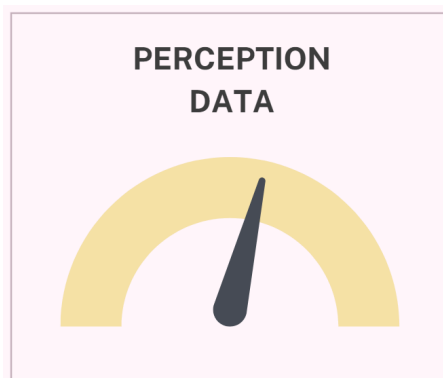


⁷ **Retention Rates** – The percentage of teachers who resigned before the end of their first year and after their first year reduced by 7% and 10%, respectively.

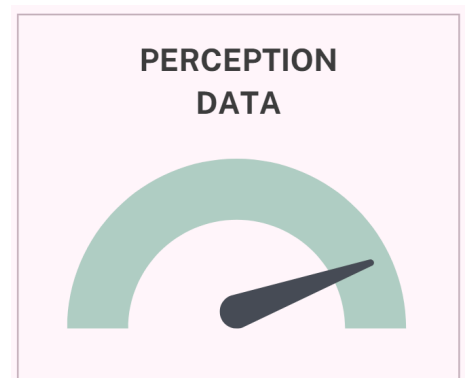
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Beginning of the year



Mid-year



End of the year

Perception Data – First year teachers reported higher levels of satisfaction with their jobs and their plan to stay with the organization in greater numbers as the year went on.

While our data does begin to prove that an Onboarding system that focuses on support, growth, and acclimation to culture improves educator retention, we were surprised that not all veteran educators wanted to (or were willing) to participate as Mentors or Colleagues, and even some Supervisors were not willing to follow the guidelines.⁹

⁶ What did you learn from your data?

⁷ Goals and outcomes

⁸ Answers to evaluation questions

⁹ Surprises

We found that those veteran educators who believed in the process were the most committed and therefore, the new teachers they were supporting were the most satisfied and showed the most growth.¹⁰ We also found that to truly commit to the program was very time consuming for our veteran educators. Even some who believed in the process simply did not have (or want to give) the time necessary to support new teachers.¹¹ We are currently investigating creative ways to schedule and or compensate those teachers for their efforts.¹²

We were unable to determine whether OST results were impacted by the Onboarding program. It is our plan to continue to track this data in order to document trends and patterns of new teachers through their first 3-years in the classroom.

For the 2024-2025 school year, we are expanding our Onboarding program within that alternative school to include all campuses across the state of Ohio and not just those located in Northeast Ohio. We are also sharing our data and processes with other alternative and traditional school districts in the hope that others will learn from our experiences and positive outcomes.¹³

We simply need to find new ways to retain our educators, especially our new ones as many current teachers are nearing retirement age. A true Onboarding system improves new teachers' feeling of satisfaction as well as their plans for longevity within an organization. Why not give it a try in your district?

¹⁰ Strengths

¹¹ Areas for improvement

¹² New questions

¹³ What actions are you taking as a result of your data?

Learning Forward Data Story

Jenny Maehara, Sara Pérez, Elizabeth Stavis

[Poster](#)

What problem were you trying to solve?

Santa Clara Unified has historically underserved our Latino/a/x English Learners, resulting in inequitable outcomes. Our data indicates for multiple years this population has remained stagnant in performance on district and state assessments and in reclassification. The majority of teachers feel inadequate and unsupported to meet the needs of Latino/a/x English Learners in their classrooms. Educators express frustration at the lack of curriculum, time, support, and expertise to meet the needs of our multilingual learners. In feedback surveys and observations, teachers have expressed that working with Latino/a/x English Learners takes away time from their other students and/or should be someone else's job.

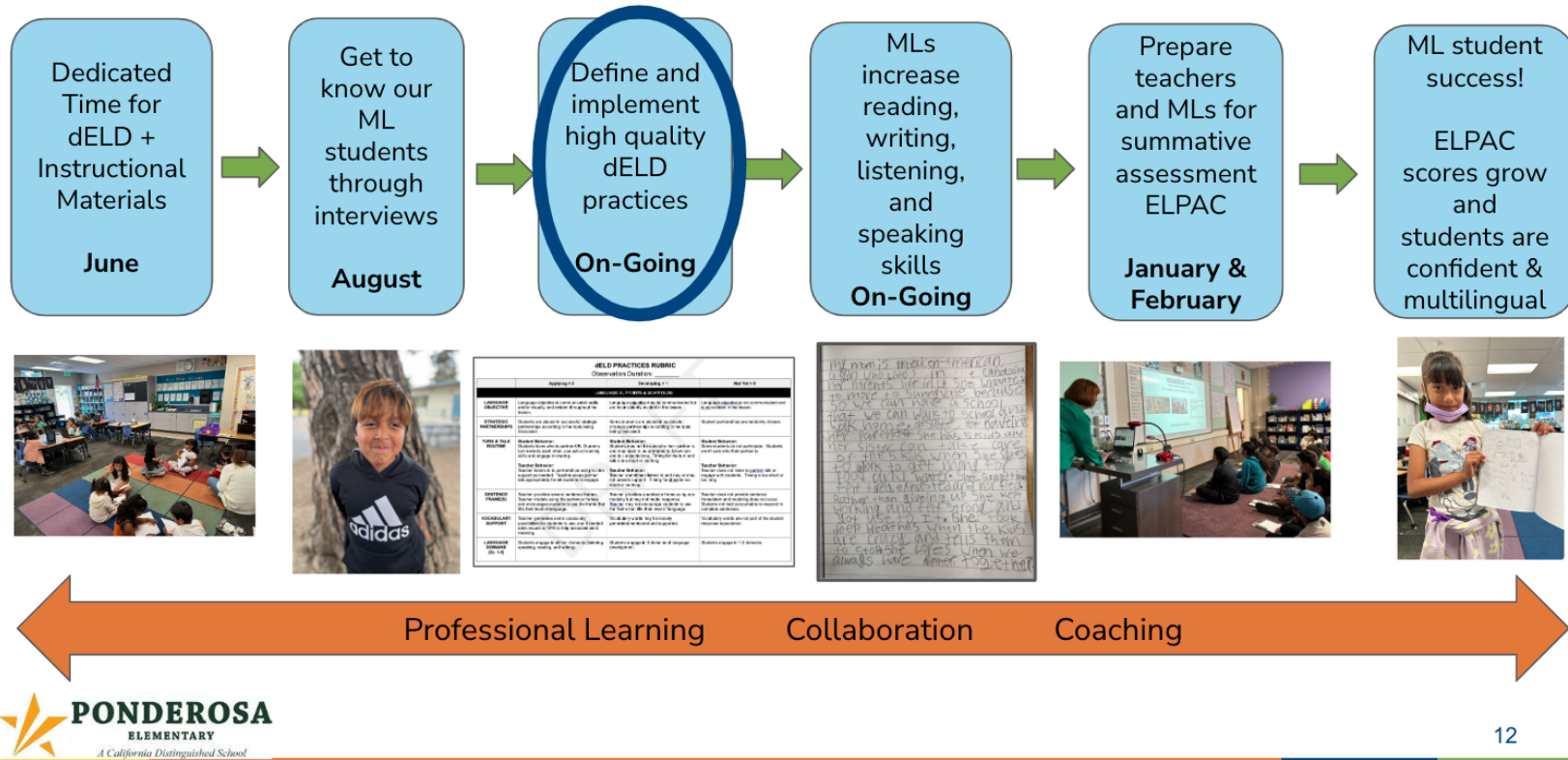
For this project, we had initially started by focusing on all elementary schools, but then narrowed our focus to one elementary site, Ponderosa Elementary School. At this site, the problem of practice was as follows: There is a significant opportunity & achievement gap between our EL students and non-EL populations as measured by CAASPP & iReady ELA. 14% of MLs and 29% of Latinx students met or exceeded standard on the 2023 ELA CAASPP, as compared to 60% school-wide. 8% of MLs (as compared to 57% schoolwide) and 15% of Latinx students (as compared to 53% schoolwide) are at or above grade level on the Fall 2023 iReady Reading Diagnostic.

How did you try to solve the problem (describe your program)

We started with the theory of change shown in the first image. We refined and simplified the theory in the second image to share with staff members to create a shared understanding of the work.



What is our Theory of Change for dELD?



What were the goals and intended outcomes of your program?

Our team sought to improve teacher and student outcomes through our program. For teachers, we first and foremost wanted to shift instructional practices and knowledge around supporting multilingual learners. As we started the program, we focused on adding the instructional practice of designated English Language Development (dELD) and then narrowed the focus of our efforts to be around the high quality ELD practice of Opportunities to Engage and Respond. Once we narrowed in on this focus, we came up with two intended teacher outcomes:

- Teachers will increase their **knowledge of HQ ELD practice** (Opportunities to Engage and Respond)
- Teachers will improve **implementation of HQ ELD practice** (Opportunities to Engage and Respond)

For our student goals and outcomes, we aimed to have our multilingual learners grow their **knowledge and skills** in English.

What were your evaluation questions? What information did you collect to answer these questions? What did you learn from your data?

Our Evaluation Questions	Information We Collected to Answer These Questions	Did you meet your goals and intended outcomes?
<p>Are teachers implementing opportunities to engage and respond?</p> <p>Has their implementation improved?</p>	<p>ELD Practices Rubric</p> <p>Walkthroughs</p>	<p>Overall teachers engaged in more group responses as compared to individual responses when observed from beginning of the year to end of the year. The variety of types of engagement opportunities grew from 1.25 at the middle of the year to 1.73 at the end of the year, with the majority of teachers implementing 2-3 types of engagement types in the 10 minutes of each lesson observed.</p>
<p>What knowledge have teachers learned about supporting students with ELD?</p>	<p>Survey</p>	<p>Teachers grew from 3.13 to 3.55 on a five point scale on the question: I know how to assess and determine what students need in designated ELD.</p> <p>Teachers grew from 3.31 to 3.81 on a five point scale on the question: I know how to meet the various language needs in my classroom.</p> <p>Teachers grew from 2.81 to 3.73 on a five point scale on the question: I know how to plan a dELD lesson that incorporates reading, writing, listening and speaking to meet students at each language level.</p>
<p>Have ML students improved their English knowledge and skills?</p>	<p>ELPAC Summative Assessment</p>	<p>43% of students grew a level as compared to 39% the year before</p> <p>16% of students grew two or more levels</p>
<p>How have students been impacted by the instructional practices</p>	<p>Student Interviews</p>	<p>Student Interview Video</p>

What did you learn from your data?

Were there any surprising findings?

Primary teachers had more opportunities to respond in their lessons than upper grade teachers. Small group phonics lessons contained the most opportunities to respond.

What are some key strengths to highlight?

Designated ELD implementation increased and student performance on the ELPAC assessment improved.

Classrooms that received coaching incorporated significantly more opportunities to respond than classrooms that did not engage in coaching.

What are some areas for improvement?

Upper grade, particularly third and fifth grade, will need continued support to implement opportunities to respond. We also need to improve literacy skills, especially in upper grades, for students to progress in ELD levels.

What new questions emerged?

How do we continue to grow a coaching culture, especially with teachers and grade levels that remain resistant after three years?

What actions are you taking as a result of your data?

We will continue to support the implementation of dELD and do walkthroughs around opportunities to respond. We are bolstering our foundational skills instruction since reading and writing are two data areas on the ELPAC assessment where multilingual learners are struggling and we need new instructional practices to support that work. We will be adding a foundational skills focus to the coaching work. As part of that work, we will be continuing a focus on opportunities to engage and respond.

Amy MacCrimble
Learning Forward Academy 2024
Data Story



Huntley Community School District 158 is a forward-thinking, dynamic ECC-12+ public school district located in Huntley, Illinois, that serves approximately 8,600 students across ten schools. The district has a reputation for fostering a progressive educational environment, driven by a commitment to personalized learning, student growth, and innovation in teaching practices. With diverse student needs and a dedicated team of educators, the district continually seeks ways to enhance instructional quality, boost student achievement, and build equitable opportunities for all learners.

Description of the Problem

Huntley 158 has set an ambitious target for raising student achievement. However, there is a need for professional learning (PL) that is flexible, differentiated, and responsive to the unique needs of each educator. Current PL offerings have not consistently aligned with staff preferences or specific classroom challenges. As a result, teachers may not be fully engaged or able to implement new learning effectively. The district recognizes that differentiated PL tailored to both instructional needs and staff voice can better equip educators to address the varying learning needs of their students.

Problem of Practice

Problem of Practice:

"Provide differentiated adult learning opportunities for staff members at Huntley 158 to impact student achievement by SY 2024-2025 based on target student learning needs and staff voice."

To address this problem, Huntley 158 will work to design and implement a system of professional learning pathways aligned with both student and teacher needs. The focus is on developing and delivering relevant PL that can be integrated into teachers' instructional practices, ultimately leading to higher student achievement and closing performance gaps across the district. This approach reflects the district's commitment to continuous improvement and equity, ensuring that teachers are equipped with the knowledge and skills necessary to meet diverse student needs effectively.

Solution Approach Using the KASAB Model

The KASAB model—encompassing Knowledge, Attitudes, Skills, Aspirations, and Behaviors—offers a structured approach to designing effective PL solutions. In the context of differentiated learning opportunities for Huntley 158, the KASAB model can provide a roadmap for building capacity within the teaching staff.

Component	Teachers	School Leaders
Knowledge	Teachers will gain in-depth knowledge about effective instructional strategies, data analysis, and digital tools for differentiation. Teachers will have opportunities to choose professional learning topics that align with their individual growth needs.	School leaders will deepen their understanding of how to support differentiated learning and instructional strategies school-wide, while empowering teachers to select learning that best meets their needs.
Attitudes	Cultivate a growth mindset among teachers toward continuous professional development and differentiated learning opportunities. Teachers will take ownership of their learning choices, leading to more personal investment in professional growth.	Foster a culture of growth, autonomy, and collaboration among teachers, encouraging them to take charge of their professional development and value the power of self-directed learning.
Skills	Develop practical skills in using data to inform instruction, integrating technology, and employing diverse instructional methods. Teachers will be equipped with the skills to identify their own learning needs and select appropriate learning opportunities.	Strengthen skills in coaching teachers, supporting professional learning, and ensuring the application of strategies across the school, while fostering an environment where teachers feel empowered to lead their own learning.
Aspirations	Foster aspirations among teachers to be lifelong learners, taking initiative in selecting professional learning experiences that support their growth.	Inspire school leaders to support the development of personalized learning pathways for teachers and provide opportunities for teachers to set and pursue their own professional growth goals.
Behaviors	Encourage consistent implementation of new instructional strategies, active participation in professional learning, and ongoing reflection and feedback sharing. Teachers will actively choose and engage in professional learning that aligns with their own development goals.	Promote and model leadership behaviors that support innovation, instructional best practices, and reflective teaching, while encouraging teachers to take ownership of their professional learning journeys.

This model ensures that PL initiatives focus not only on building knowledge and skills but also on shaping the attitudes and behaviors that sustain impactful, long-term instructional improvements.

SMARTIE Goals for the Solution

To implement a successful differentiated PL program, we established the following SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable) goals:

- Staff Feedback and Needs Assessment**
By December 2023, conduct a needs assessment survey and focus groups with an 500% staff participation rate to identify preferences and growth needs. Findings will inform PL focuses.
- Develop Differentiated PL Opportunities for staff**
By February 2024, host a “choice sessions” professional learning option for staff, achieving at least 75% staff who participate finding this to be beneficial to their teaching.
- Measure PL Impact on Student Achievement**
Assess the impact of PL on student achievement by comparing student data from

2023-2024 to 2024-2025, targeting a 3-5% increase in students meeting growth targets. Analysis will consider outcomes across student subgroups to support equity.

4. Continuous Feedback for PL Improvement

Implement quarterly feedback collection, achieving a 85% satisfaction rate in PL relevance and effectiveness by year-end. Regular adjustments will be made based on feedback to enhance PL offerings continually.

5. Huntley University Summer Learning Series

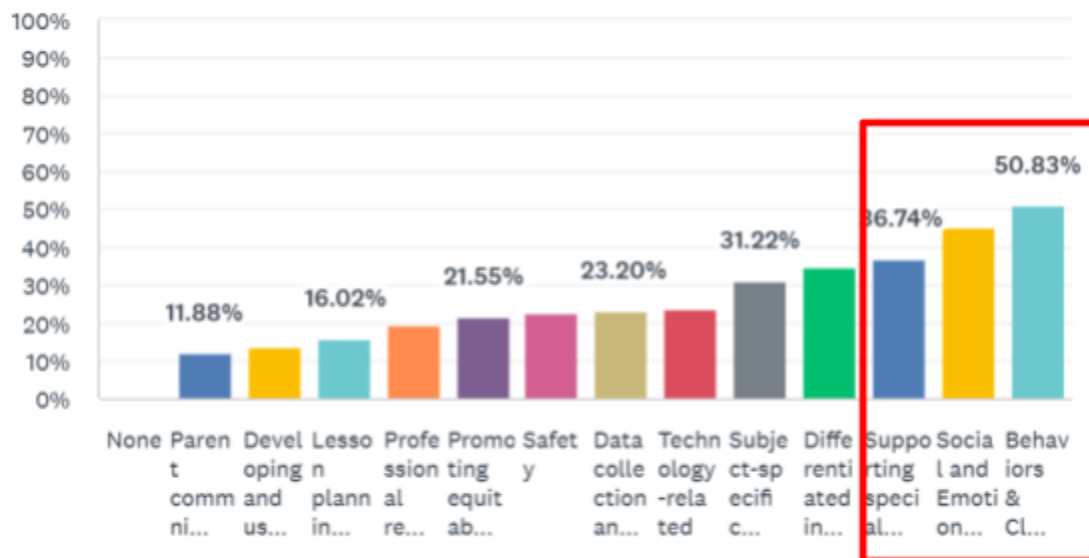
Launch "Huntley University," a summer professional learning series offering at least six courses by instructional coaches and teacher leaders, with 60% of teachers participating in two or more sessions. Achieve a 90% satisfaction rate in course relevance and applicability, using participant feedback to refine future offerings.

Data Collected

To develop an informed approach to PL, Huntley 158 gathered various types of data:

1. Teacher Survey

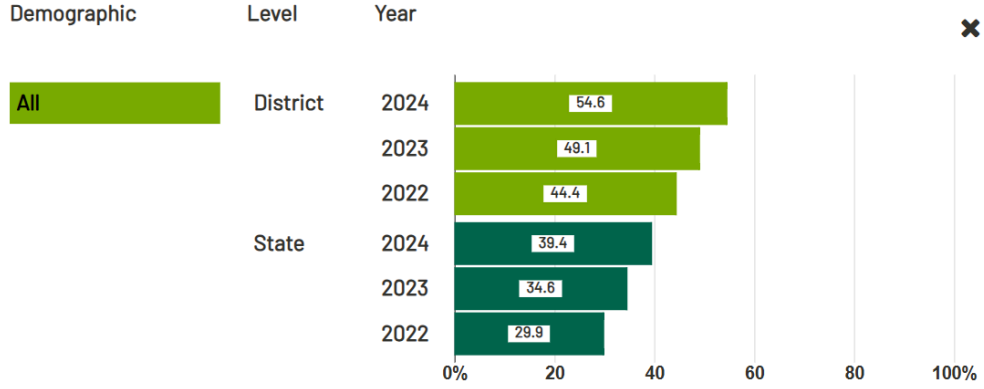
A district-wide survey collected insights into teachers' PL preferences, preferred learning formats, and instructional challenges. Preliminary results showed high interest in differentiated learning opportunities with a focus on needs revolving around classroom management, behaviors, and focused on differentiated instruction, digital literacy, and classroom management strategies. Teachers also expressed a preference for flexible PL options, such as online and hybrid formats.



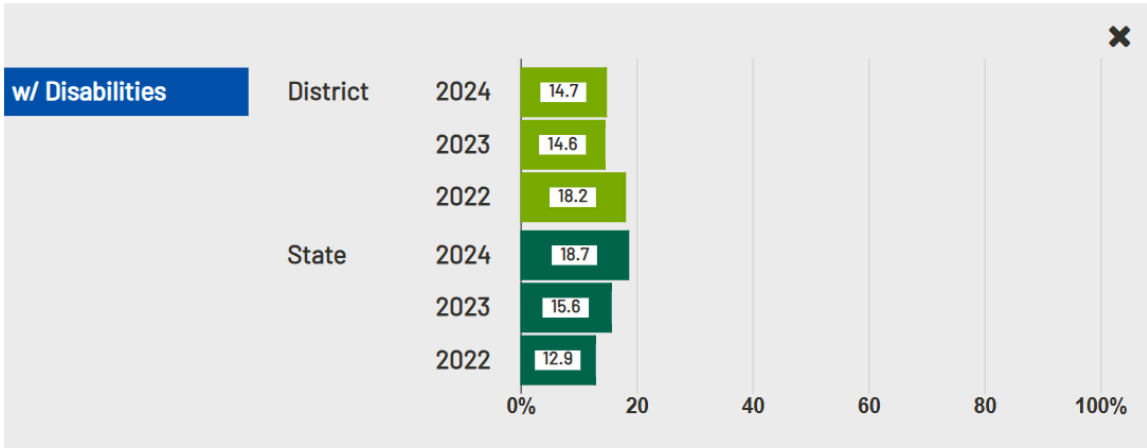
2. Student Achievement Data

Data on student performance in math and literacy were analyzed to identify gaps in achievement. The findings highlighted a need for PL that supports differentiated instruction to address these gaps effectively, especially in classrooms serving English learners and students with disabilities.

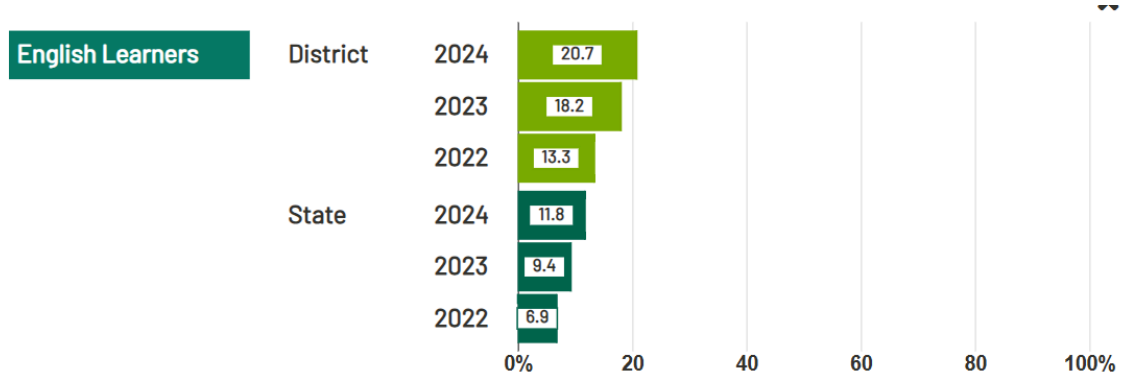
ALL Students Literacy Proficiency K-12



With Disabilities Literacy Proficiency K-12



EL Literacy Proficiency K-12



3. Focus Group Feedback

Representative focus groups allowed teachers to voice specific challenges they face in the classroom. Common themes included a desire for PL that directly addresses the use of Artificial Intelligence, Content Specific professional learning, student engagement strategies, data-driven instruction, and working with differentiated groups.

Focus Group Themes	Description	Number of Mentions	Percentage of Participants Requesting
Artificial Intelligence (AI)	Need for PL on integrating AI tools in the classroom to enhance learning and streamline instructional tasks.	23	45%
Content-Specific PL	Desire for PL that focuses on specific content areas (e.g., literacy, math, science) to deepen instructional skills.	30	59%
Student Engagement Strategies	Request for PL on strategies to increase student engagement and motivation across diverse learning settings.	27	53%
Data-Driven Instruction	Interest in using data more effectively to inform instructional planning, identify student needs, and track growth.	34	67%
Differentiated Instruction	Need for PL on effectively managing and teaching differentiated groups to address varied student needs.	29	57%

This data underscored the importance of PL that is responsive to real classroom needs and preferences, confirming that a one-size-fits-all approach is insufficient for a diverse district like Huntley 158.

Emerging Questions

Throughout the process, several questions arose that will guide the district's next steps:

1. How can Huntley 158 ensure that PL remains relevant and responsive to evolving instructional challenges?
2. What additional supports, such as instructional coaching or collaborative planning time, are necessary to reinforce PL implementation?
3. How can the district best assess the impact of PL on student outcomes across various subgroups to ensure equity?
4. What metrics will be most effective in evaluating the long-term impact of differentiated PL on student growth and teacher satisfaction?

These questions will help the district refine and expand its differentiated PL initiatives, ensuring continuous improvement and alignment with district goals.

Next Steps

Based on the insights gained, Huntley 158 will move forward with the following steps to continue this forward progress:

- 1. Distribute Needs Assessment**
Conduct a comprehensive needs assessment by May 2025 to finalize PL pathways based on current teacher and student needs.
- 2. Develop and Launch PL Pathways**
Work with instructional leaders to develop four differentiated PL pathways by August 2025, including flexible, accessible learning options for staff.
- 3. Establish Quarterly Feedback Mechanisms**
Set up a feedback collection system to evaluate PL effectiveness and make adjustments each quarter, supporting real-time improvements.
- 4. Monitor and Report on Student Achievement Impact**
Continuously assess the impact of differentiated PL on student achievement and report findings to district leadership, with a particular focus on supporting equitable outcomes across diverse student groups.

By focusing on differentiated, relevant professional development informed by staff input, Huntley 158 will foster a culture of continuous learning and instructional excellence, ultimately benefiting students across the district. This approach ensures that professional growth is both meaningful and sustainable, directly contributing to the district's commitment to high student achievement and equitable learning experiences.

Choice Sessions Example #1

SESSION 1: 8:00-9:00		SESSION 2: 9:15-10:15		SESSION 3: 10:30-11:30	
Classroom Management, Behavior, & SEL			Literacy		
CHAMPS A	Session 1 & 2	305	K-2: Science of Reading Vocabulary: Specific Word Instruction	Session 1 & 2	400
CHAMPS B	Session 1 & 3	307	3-5: Science of Reading: Vocabulary and Comprehension	Session 1 & 2	401
CHAMPS C	Session 1 & 2	308	K-3: Building Fluency Through Using our Blevins Resources	Session 2 & 3	402
CHAMPS D	Session 1 & 3	309	1-5: Sentence Expansion to Build Stronger Writers Through the Units	Session 2 & 3	403
Trauma Sensitive Practices	Session 3	304	K-5: Comprehension & the Writing Connection	Session 1, 2, & 3	424
"Why Do They Keep Doing That?!" - Behavior Interventions that Answer and Address This Question	Session 1 & 3	303	2-5: Written Response Using a Paragraph Outline & RACE	Session 2 & 3	426
Cultivating a Classroom Community	Session 1, 2, & 3	306	K-3: UFLI for WIN time	Session 1, 2, & 3	423
Math			2-5: How to Plan WIN Small Groups in Literacy and Math	Session 1 & 3	425
Math Centers with IM	Session 1	204	Multilinguals		
Math Progressions K-2	Session 3	205	Breaking Language Barriers: Multilingual Programming	Session 2	200
Technology			DUAL: Bridging the Gap: Spanish and English Literacy through Cross Linguistic Transfer	Session 1	429
AI 101 for Teachers	Session 1 & 2	430	DUAL: Harnessing the Power of Biliteracy with the IRLA and ENIL for Goal Oriented Small Group Instruction	Session 2	427
Google Classroom	Session 2 & 3	428	Specials - All specials take CHAMPS from 8-9 and then meets		
Canva for Education Basics	Session 1, 2, & 3	421	PE - MPR210, Art - 322A, Explore - 323, MTSS - 127		

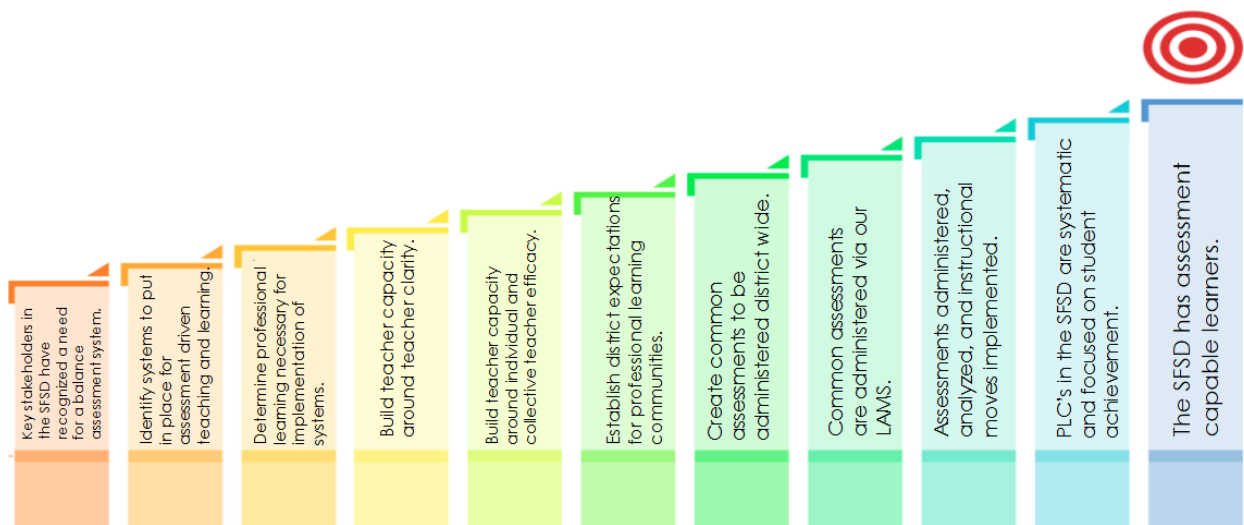
Destination: Assessment Capable Learning
Learning Forward 2024 – Data Story
Linda McDaniel

Imagine embarking on a journey with a carefully plotted flight plan, where a preflight checklist, in flight safety brief, and navigation tools were utilized to provide guidance to the crew to ensure a smooth flight and successful landing at the intended destination. This data story begins much like that flight plan, with a vision to create a professional learning environment that enables our staff to support students in becoming assessment capable learners as evidenced through a balanced assessment system. The flight plan I've mapped out, is complete with a milestone map to keep our flight on time, a logic model to define our goals, an innovation configuration map to chart progress toward our desired state, a theory of change model to connect our actions with intended outcomes, and an evaluation tool to monitor our progress. Each checkpoint in this flight plan was 'by design' to ensure we stay on course, safely navigate the turbulence, and successfully land the plane.

John Hattie's research highlights the impact of assessment capable learning on student achievement, showing an effect size of 1.44. This is significantly higher than the .4 threshold that reflects one year's growth. Assessment capable learning, or often referred to as "visible learning," exemplifies students who set learning goals, monitor their progress, and understand what success looks like in their learning. There are three commonly asked questions to gather evidence of an assessment capable learner: What am I learning? Why am I learning this? and How will I know when I am successful? At the elementary level, this is evidenced when students are not only aware of their learning intentions but are actively engaged in recognizing where they are along a learning progression. Students can speak to their strengths, their areas of improvement as well as their next steps to becoming proficient. When students take on the role of owning their learning, they develop confidence and resilience, which increases motivation and deepens their learning. According to Hattie, fostering assessment capable learners requires a supportive environment where students have clarity on learning intentions and success criteria, are taught strategies to evaluate their own work, and receive meaningful feedback.

Knowing this was a lofty goal that would require building the capacity of our staff members over time, I immediately crafted a theory of change model that created a visual for stakeholders to see the small steps that would be taken over time. A theory of change model is a framework that creates a set of actionable steps, when taken with purpose and intention, will lead to a desired outcome. It starts with identification of the goal and then works backward to define the conditions, changes, and steps required to achieve the intended goal. Each step is carefully mapped out in a milestone map to demonstrate how each action step logically connects to create change over time. The model below provided a flight plan, by breaking down a multi-faceted goal into manageable steps for our district admin, coaches, and teachers. Creating this visual was a critical move in establishing buy in, ownership, and ultimately collective efficacy in attaining the desired outcome.

Theory of Change



The purpose and vision of addressing assessment capable learners as my problem of practice is grounded in the research around the need for teacher clarity and alignment to standards. Research shows a lack of clarity in standards and learning expectations often leads to inconsistent instructional practices and inequitable student learning expectations. For example, John Hattie emphasizes the importance of clarity in learning intentions and success criteria, noting that when teachers and students are

clear about what must be learned, why students are learning it, and how they can be successful? Achievement is positively impacted. Additionally, Marzano and DuFour point out that without an understanding of standards including clear learning intentions and well-defined success criteria, teachers may struggle to implement effective, high impact instructional practices which can lead to varying levels of student achievement. As a result of the research and evidence collected in a staff survey, it was apparent our staff members needed and desired professional learning to establish teacher clarity.

To support elementary staff in developing instructional clarity, we engaged in professional learning sessions with Kara Vandas, author of *Clarity for Learning*. The sessions centered around two key areas: Gaining Clarity and Sharing Clarity. In the Gaining Clarity phase, teachers worked to build their knowledge of standards by unpacking and analyzing them and developing learning intentions, success criteria, and learning progressions. This foundational clarity work ensured alignment and a clear understanding of where we were going. This empowered teachers to define precise learning outcomes and create structured learning paths for our students. In Sharing Clarity, teachers focused on communicating learning intentions and success criteria to students using a visible model. By making the goals of each lesson/unit/standard explicit and accessible, students were able to better understand the learning trajectory and track their progress. The learning within Gaining and Sharing Clarity were co-designed with Kara to provide our teachers with the tools for clear, standards-based instruction and to empower them to foster assessment capable learners who know where they are going and what steps they need to take to be successful.

The learning from *Clarity for Learning* and Kara Vandas propelled us forward to the next step in our theory of change model, which was identified as creating professional learning communities where collective efficacy is evidenced and having a measurable impact on student achievement. Our clarity work aligned with the professional learning community model that was selected as the district model to be followed, Fisher and Frey's PLC+. In PLC+, the emphasis is not only on collaboration and instructional improvement but also on a focused examination of clarity in teaching practices to ensure impactful learning with the teacher as an essential part of the PLC+ process. By

establishing clarity around standards, learning intentions, and success criteria, our staff members were able to address the model's key questions:

1. Where are we going?
2. Where are we now?
3. How do we move learning forward?
4. What did we learn today?
5. Who benefited and who did not?

Through a carefully designed professional learning timeline (aka. milestone map) the professional learning and collaborative work was embedded into our district in-services, director called meetings, and building collaboration. During each of these opportunities, our stakeholders (teachers, coaches, and admin) worked together to create learning that was standards aligned, research based, data driven, and visibly displayed for students. In addition, the PLC+ model encourages ongoing feedback to reinforce the learning goals not only for students, but staff as well. This combination strengthens instructional consistency across our 23 buildings, supports our 11,227 assessment capable learners, and builds a shared commitment to growth among our 550ish educators.

At this point in the flight, we were beginning to experience some turbulence as a result of what is often felt as an overwhelming workload. When clarity, commitment, and accountability were left to chance, we started to feel the impact on our professional learning environments. Without clear expectations and well-defined processes, teachers found themselves struggling to interpret and implement the practices defined in our clarity work. I don't believe this was out of resistance to the process but a reality of a workload that can often feel overwhelming during different seasons of the year.

Without accountability measures, it's difficult to track progress, assess needs, or adjust the approach based on evidence, which can lead to frustration and straying off course. This turbulence creates a cycle of stress and inefficiency, making it nearly impossible to build the cohesive, effective system needed to foster an environment of assessment capable learners. Clear goals, strong commitments, and a system of

accountability are essential to reducing this turbulence which lead to our next step an innovation configuration map.

An innovation configuration (IC) map is a tool used to outline the specific components and varying levels of implementation for a particular educational initiative, providing clear descriptors of what effective practice looks like at each stage. It acts as a navigational tool for admin, coaches, and teachers, showing the progression from initial to advanced stages of implementation, often using a rubric format to detail the levels of proficiency in each area. The IC Map is crucial because it establishes a common understanding of expectations, making clear what good, better, and best practices involve within the context of the initiative. For our team, the map provided a structured, detailed guide to expectations and a desired state for implementing PLC+ in all 23 elementary schools. The map was created by a cross section of stakeholders and introduced during a professional learning session. As we continue implementation and encounter turbulence, the IC Map has offered targeted support, at just the right spot, based on each building's current level. By keeping our IC Map forward facing, we are ensuring our schools and staff members have an aligned approach, which strengthens commitment and ensures are work continues to be 'by design' as we strive for the targeted goal of assessment capable students.

Our destination of assessment capable learners in the Sioux Falls School District has been guided with purpose and intention using research-based approaches and leveraging strategies and tools designed to build both clarity and capacity among our educators. Through the theory of change, we've plotted a flight plan to our long-term goals, identifying critical steps and resources needed along the way. Professional learning sessions, like those focused on clarity work, have equipped our staff members with understanding in standards analysis, learning intentions, success criteria, and learning progressions. The IC Map has served as our navigation tool, ensuring that all staff have a shared vision of what effective implementation looks like and providing a clear flight plan. While we haven't successfully landed the plane at our desired destination, we are on course and committed to our mission of developing assessment capable learners who take ownership of their learning.

Dr. Janith Rhodes
Class of 2024
Final Product

Step 1: Tell your data story

- **What problem were you trying to solve?**


When I began work with this PoP/LP in the Gwinnett County School District, only about 32% of schools participated in the district's mentoring program for new teachers. This participation rate was despite the district currently experiencing 46% of its new teachers leaving within the first 3 years. Since implementation of work related to the PoP, we have seen an increase of 40% participation in the mentoring program from 32% to 77% participation.

One barrier to participation is collaboration at the board level. We are working with district leaders to collaborate with board members around our work within the district to improve teacher retention. This is extremely important as the board has been focusing on teacher retention for the 2 years.

Because of our marketing strategies and the work developed through the PoP, we have been granted the opportunities to share our work with an advisory committee that reports to the board of directors for the district. Our data, to some degree, is being shared with leaders district wide.

- **How did you try to solve the problem (describe your program)**

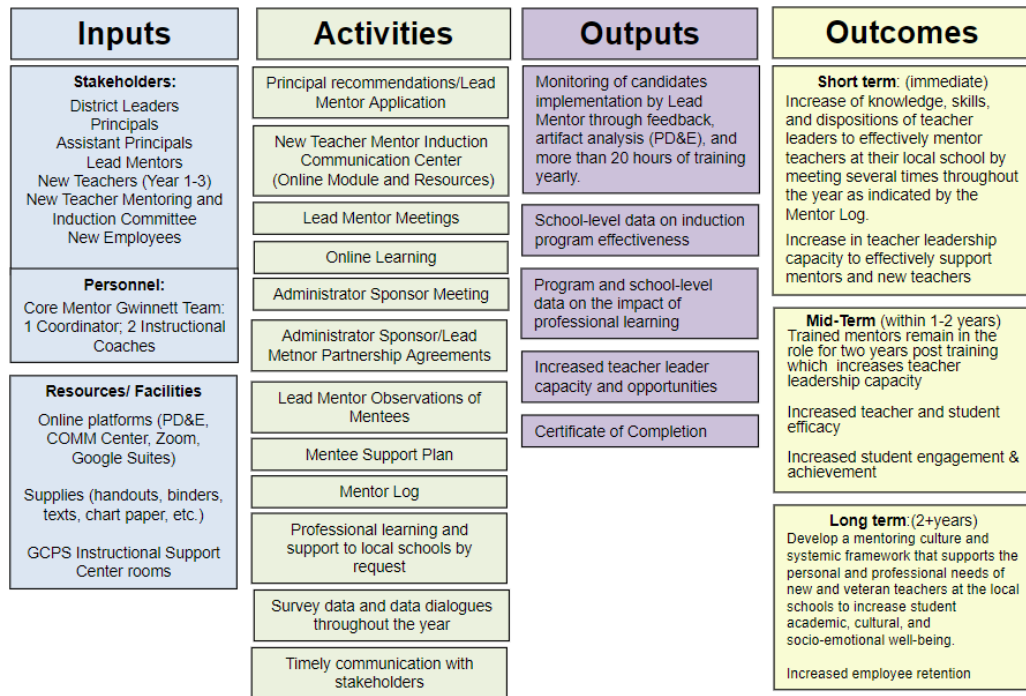
In alignment with the *[Professional Learning Standard]* that best supported my Problem of Practice (PoP), I reviewed the Implementation Continuum (IC) map from Learning Forward to assess the current level of implementation across key areas, including instructional practices, materials use, student engagement, educator assessment, and communication. For each role identified in my logic model, I evaluated their current position within the continuum and noted where each individual falls in terms of their current implementation level.



Mission:
To partner with local schools to accelerate new employee effectiveness and improve retention.

Objectives:
To train and increase mentor efficacy to provide instructionally focused, student-centered learning and support
Attract and retain effective new employees to impact student achievement
Provide research-based, high-quality mentoring support
Create a community of support for new teacher development

Logic Model: Mentor Gwinnett



Using this analysis, I created a detailed table that reflects each applicable role, their current IC map rating, and reflections on their progress. This assessment guided my strategic approach of providing targeted professional development, fostering collaborative practices, and offering additional resources as needed to advance to Level 1 for each level identified.

Standard: Learning Designs	
Construct	Role: District Leaders and District Core Mentor Gwinnett Team: 1 Coordinator; 2 Instructional Coaches.
Implement evidence-based learning designs	Level 2
	Develop , in collaboration with district leaders and instructional coaches at the district level, guidelines for implementing evidence-based professional learning designs including virtual and face-to-face offerings through a district wide program entitled Mentor Gwinnett.
	Develop system and school leaders' capacity to implement the guidelines and evidence-based professional learning designs through coaching and participation in local and national learning conferences.
	The Mentor Gwinnett program and team, in collaboration with district leaders, provide collaboration time for learning designers and

	facilitators, ready-made resources to assist with learning designs, feedback process, and coaching to assist with implementing professional learning designs.
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Standard: Resources	
Construct	Roles: District Leaders (Principals & Assistant Principals) and District Core Mentor Gwinnett Team: 1 Coordinator; 2 Instructional Coaches. The Mentor Gwinnett team was established to develop, monitor and maintain professional learning resources.
Allocate & Coordinate resources for professional learning	Level 2
	Working in collaboration with other instructional coaches and district leaders around the resources to support mentoring practices in the district to sustain a comprehensive professional learning system.
	The Mentor Gwinnett team/program, in collaboration with district leaders, established guidelines for the allocation and use of resources for professional learning, including definition of resources and criteria for evidence-based resource allocation.

Standard: Culture of Collaborative Inquiry	
Construct	Role: District Leaders (Principals & Assistant Principals, Board Members and District Core Mentor Gwinnett Team
Engage in Continuous Improvement	Level 3
	The district's Office of Leadership and Staff Development uses research and system goals to delineate a cycle of continuous improvement for systemwide use.
	The district's Office of Leadership and Staff Development has developed a district plan for professional learning the definition and criteria for continuous improvement.

- What were the goals and intended outcomes of your program?

By May 2024, the percentage of schools participating in the district's mentoring program would increase to 60% to improve teacher retention which will also improve student achievement.

Research has shown that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," which equates to one sixth to nearly half of the school year. Teacher turnover is directly related to lower student performances in math and literacy. Additionally, research revealed that a decrease in teacher turnover increases student achievement in math by 2 percent to 4 percent of a standard deviation (Marco Learning, 2023)

- **What were your evaluation questions**

The following questions focus on direct outcomes related to program participation, retention, student achievement, and program effectiveness, providing a comprehensive assessment of the mentoring program's impact on both teacher and student success.

1. **Participation Rate:** To what extent has the percentage of schools participating in the district's mentoring program increased by May 2024, and has it reached the target of 60%?
2. **Retention Impact:** How has participation in the mentoring program impacted teacher retention rates in participating schools, compared to non-participating schools?
3. **Student Achievement Outcomes:** Has there been measurable improvement in student achievement, specifically in math and literacy, in schools that are part of the mentoring program compared to those that are not?
4. **Instructional Time Impact:** How has the reduction in teacher turnover, attributed to mentoring, affected instructional time and continuity throughout the school year?
5. **Mentoring Program Effectiveness:** What are the perceptions of program participants regarding the effectiveness of the mentoring program in providing support, professional growth, and job satisfaction, which may contribute to teacher retention?

The following evaluation questions were designed to assess the effectiveness, relevance, and application of professional learning experiences on participants' work with mentors and new teachers, as well as on overall school and district goals. Specifically, these questions aim to understand:

1. **Learning Outcomes:** The new insights or skills participants have gained and their plans for applying them in their roles.

2. **Alignment with Mission:** Whether the professional learning aligns with the school's mission and promotes positive changes.
3. **Support for Change:** The level of encouragement and support provided at both the building and district levels for implementing individual changes.
4. **Resource Allocation:** Whether adequate resources were provided to support
Evaluation Questions
 - What new learning are you walking away with today?
 - How can it be applied in your work with mentors and new teachers?
 - Did the professional learning promote changes that were aligned to the mission of the school?
 - Were changes at the individual level encouraged and supported at the building and district level?
 - Were sufficient resources made available ?
 - How can our team best support you?
 - On a scale of 1 to 10, how would you rate your implementation of professional learning?
 - How would you describe the effect of the professional learning session(s) on student achievement?

- **What information did you collect to answer these questions?**

Feedback and data were collected through the following...

- Google Forms
- Surveys
- Questionnaires
- Interviews (recorded & unrecorded)
- Analyzing School records
- Observations of classrooms
- Self-assessment survey,
- Structured interviews.

The information collected was used to determine next steps for the program, mentors, and teachers. It was also used to guide the planning of upcoming professional learning sessions and to ensure schools had what they needed to implement/apply new learning and to inform future change initiatives. Providing evidence of current levels of use helps PD leaders restructure new learning and activities to provide better more consistent implementation and support

- **What did you learn from your data?**

The feedback from professional learning sessions surveys, interviews, questionnaires provided revealed a highly positive and impactful professional learning experience. Mentors expressed an appreciation for diverse learning formats, collaborative opportunities, and practical tools that they can implement in their roles. Key insights included:

1. **Collaborative Learning, Peer Sharing and Reflective Spaces:** Participants valued the collaborative tables, breakout rooms, and rotation cycles, which allowed them to hear diverse perspectives, learn about successful strategies in other schools, and feel supported by their peers. The opportunity to share experiences reinforced a sense of community and reduced feelings of isolation. Participants greatly appreciated structured opportunities for collaboration, such as the roundtable discussions, flash rounds, breakout sessions, and activities like the Padlet, jam board, and carousel. These formats facilitated meaningful exchanges of ideas, peer learning, and reflections on individual mentoring programs, which participants found both supportive and inspiring.
2. **Emotional Intelligence and Self-Awareness:** Many responses highlighted the focus on emotional intelligence, self-awareness, and emotional regulation. Participants found these topics personally resonant, acknowledging their importance in understanding their own emotions and in supporting mentees. Activities and discussions around emotional intelligence were particularly well-received, with several participants noting a desire for even more time on this topic. Emotional intelligence, self-awareness, empathy, and communication were repeatedly mentioned as key takeaways. Participants noted the importance of understanding emotional regulation and leveraging emotional intelligence in mentoring relationships, enhancing mentors' abilities to connect authentically with mentees and support them effectively.
3. **Application and Practical Takeaways:** Many responses mentioned concrete takeaways they plan to implement, including ideas for end-of-year letters, ways to check in with mentees, mentor boot camps, summer retreats, and scheduling approaches to ensure mentor-mentee interactions are prioritized. There was also positive feedback on the use of specific resources, such as the Mentoring Matters book, as an ongoing guide.
4. **Core Concepts and Practical Tools:** Participants appreciated learning about core concepts like growth vs. fixed mindset, the phases of a new teacher, and the 5 Spheres of Teaching Expertise. Tools such as rubrics, checklists, the expectation checklist, and Title I fund insights provided concrete resources for implementation. The year-long planning activities and goal-setting exercises helped participants feel more equipped to plan effectively for mentoring new teachers.

5. **Learning-Focused Tools and Inquiry:** The feedback underscores the value of learning-focused verbal tools, inquiry practices, and data-based decision-making. Participants appreciated discussions around instructional planning linked to assessment, the 5 levels of data, and intentional reflection activities that aligned with real-world mentoring challenges.
6. **Engagement and Participant Satisfaction:** Overall, participants described the session as engaging, productive, and well-structured. The energy and support provided by the facilitators were frequently noted, contributing to a positive learning environment.

The data collected from observations in schools, professional learning sessions surveys, interviews, questionnaires revealed these key insights about the program:

7. **Alignment with Program Goals:** The sessions were seen as well-aligned with the Mentor Gwinnett mission and goals. Participants expressed that the training promoted consistent strategies and practices that they could directly apply in supporting new teachers, ultimately contributing to student achievement. Participants engaged in exercises around crafting a mentor/mentee program, implementing strategies for consistent mentor-mentee connections, and developing year-long plans for mentorship. Activities like the Stick It Together and discussions on mentor roles, growth mindset, and specific verbal tools provided them with concrete, actionable strategies to enhance mentorship at their respective schools.
8. **Suggestions for Future Improvement:** A few participants suggested that certain activities, like the phases of a first-year teacher, could be better placed at the beginning of the year for increased relevance. Some also expressed a desire for additional time on emotional intelligence, signaling an area for potential expansion in future sessions. Some participants expressed a need for flexibility in assignments to better align with practical applications within their schools. Additionally, requests were made for more consistent breakout room groupings to foster familiarity, and some participants desired further support in using digital tools like Sibme.

In summary, this Mentor Gwinnett program supported mentors by fostering collaboration, providing actionable resources, and addressing both emotional and practical components of mentorship. Mentors in the program felt equipped, motivated, and connected, ready to implement the new insights in their work.

- **Did you meet your goals and intended outcomes?**

Participation in the district's mentoring program (Mentor Gwinnett) increased to 77%, leading to substantial improvements in teacher retention. Nearly 90% of new teachers

who received program support from mentors participating in Mentor Gwinnett have remained in the district, exceeding Georgia's state average retention rate, where about 72% of teachers stay beyond their first five years. This high retention rate aligns with research showing that reducing teacher turnover can prevent the loss of up to 72 instructional days each school year, preserving critical learning time and continuity for students. Studies further demonstrate that teacher stability positively impacts student achievement, with improvements of 2% to 4% in math scores when turnover is minimized. The district's program (Mentor Gwinnett) is thus fostering both teacher satisfaction and enhanced student outcomes.

- **Did you answer your evaluation questions?**

Some aspects of the the evaluation questions were answered, and some aspects could be expanded for completeness:

1. **Participation Rate:** Participation in the mentoring program increased to 77%, which answers the question: To what extent has the percentage of schools participating in the district's mentoring program increased by May 2024, and has it reached the target of 60%?
2. **Retention Impact:** Feedback and data revealed improved teacher retention among program participants, with nearly 90% remaining in the district which answers the question: How has participation in the mentoring program impacted teacher retention rates in participating schools, compared to non-participating schools? However, it doesn't compare retention rates between participating and non-participating schools, so this detail would still need to be addressed.
3. **Student Achievement Outcomes:** In looking at the evaluation question: Has there been measurable improvement in student achievement in schools that are part of the mentoring program compared to those that are not? Research revealed that teacher stability positively impacts student achievement, citing gains in math scores linked to lower turnover. However, there is no specific data on improvements in math or literacy scores in participating versus non-participating schools.
4. **Instructional Time Impact:** In looking at the evaluation question: How has the reduction in teacher turnover, attributed to mentoring, affected instructional time and continuity throughout the school year? Research showed that teacher turnover can result in the loss of up to 72 instructional days, illustrating the positive impact of teacher retention on instructional continuity. Feedback gathered and data collected does not directly measure or report continuity improvements due to reduced turnover from the program.

5. **Mentoring Program Effectiveness:** What are the perceptions of program participants regarding the effectiveness of the mentoring program in providing support, professional growth, and job satisfaction, which may contribute to teacher retention? Perception of the program was measured with the following questions:
- a. What new learning are you walking away with today?
 - b. How can it be applied in your work with mentors and new teachers?
 - c. Did the professional learning promote changes that were aligned to the mission of the school?
 - d. Were changes at the individual level encouraged and supported at the building and district level?
 - e. Were sufficient resources made available ?
 - f. How can our team best support you?
 - g. On a scale of 1 to 10, how would you rate your implementation of professional learning?
 - h. How would you describe the effect of the professional learning session(s) on student achievement?

Participants in the Mentor Gwinnett program felt that the program supported them by fostering collaboration, providing actionable resources, and addressing both emotional and practical components of mentorship. They felt equipped, motivated, and connected, ready to implement the new insights in their work. However, to fully answer these evaluation questions, additional data on participation rates, comparative retention, specific student achievement outcomes, instructional time data, and program effectiveness feedback from participants would strengthen the report.

- **Were there any surprising findings?**

No surprises but there were plenty of areas for improvement

- **What are some key strengths to highlight?**

Participation in the district's mentoring program (Mentor Gwinnett) increased to 77%, leading to substantial improvements in teacher retention. Nearly 90% of new teachers who received program support from mentors participating in Mentor Gwinnett have remained in the district, exceeding Georgia's state average retention rate, where about 72% of teachers stay beyond their first five years. This high retention rate aligns with research showing that reducing teacher turnover can prevent the loss of up to 72 instructional days each school year, preserving critical learning time and continuity for students. Studies further demonstrate that teacher stability positively impacts student achievement, with improvements of 2% to 4% in math scores when turnover is

minimized. The district's program (Mentor Gwinnett) is thus fostering both teacher satisfaction and enhanced student outcomes.

- What are some areas for improvement?
- What new questions emerged?

A few participants suggested that certain activities, like the phases of a first-year teacher, could be better placed at the beginning of the year for increased relevance. Some also expressed a desire for additional time on emotional intelligence, signaling an area for potential expansion in future sessions. Some participants expressed a need for flexibility in assignments to better align with practical applications within their schools. requests were made for more consistent breakout room groupings to foster familiarity, and some participants desired further support in using digital tools like Sibme.

Additionally, participation in the district's mentoring program increased to 77%, surpassing the target of 60% of schools by May 2024. This increase has had a significant positive impact on teacher retention: nearly 90% of new teachers who received program support have remained in the district. This retention rate is also well above the state average in Georgia, where approximately 72% of teachers stay beyond their first five years.

To evaluate this impact more thoroughly, the following evaluation questions could be used to measure the comparative effects:

Retention Impact:

- How does teacher retention in schools participating in the mentoring program compare to retention rates in schools that are not participating?
(Focus on retention rates across both sets of schools.)

Student Achievement Outcomes:

- Is there a measurable difference in student achievement (specifically in math and literacy) between students in schools that participated in the mentoring program versus those that did not?
(Measure the achievement gap between participating and non-participating schools to gauge the program's impact.)

Instructional Time Impact:

- How has the reduction in teacher turnover, attributed to the mentoring program, affected instructional time and continuity in schools with and without program participation?
(Look at the impact on instructional time in schools that retained more teachers due to mentoring versus schools that experienced higher turnover.)

Mentoring Program Effectiveness:

- What are the perceptions of teachers, mentors, and administrators in participating schools regarding the effectiveness of the mentoring program in supporting new teachers, compared to those in non-participating schools?
(Collect feedback from both groups of schools to assess if participants feel the program provides more support and growth opportunities.)

By using these evaluation questions, we can gather specific data comparing the effects of program participation, highlighting how the mentoring program is contributing to both teacher retention and student achievement. These questions will allow us to measure program success and identify areas for improvement in non-participating schools.

- **What actions are you taking as a result of your data?**

Based on the findings from evaluation questions, the following actions could be considered to maximize the impact of the mentoring program and further improve teacher retention and student achievement:

1. Continue Expanding Program Participation

- **Action:** Aim to increase the percentage of schools participating in the mentoring program, with the goal of surpassing the 77% participation rate achieved. Target outreach to schools not yet involved, particularly those with higher turnover rates.
- **Reason #1:** Since the mentoring program has been shown to significantly improve retention, broadening its reach can help retain more teachers across the district.
- **Reason #2:** Schools not involved in the program are likely experiencing higher turnover rates and potentially lower student achievement. Offering targeted support could help them realize similar gains in retention and student success.

3. Evaluate and Address Gaps in Student Achievement

- **Action:** Use data from the comparative analysis of student achievement in participating vs. non-participating schools to identify specific needs. For example, additional support may be needed for new teachers in subjects like math and literacy where achievement gaps are most apparent.
- **Reason:** If student achievement has improved in schools with mentoring support, identifying and addressing specific gaps can further optimize the program's effect on student outcomes.

4. Implement and Monitor Key Instructional Practices

- **Action:** Encourage schools to implement strategies to reduce turnover and maintain instructional continuity, such as fostering stronger mentorship relationships and ensuring clear communication about expectations and professional growth.
- **Reason:** Reduced turnover helps preserve instructional time, so it's crucial to create and maintain conditions that support teacher stability and consistent learning experiences for students.

5. Gather and Act on Feedback

- **Action:** Collect detailed feedback from mentors, mentees, and administrators, particularly in schools that are involved in the program. Use surveys or focus groups to gather perceptions on the program's effectiveness.
- **Reason:** Direct feedback from participants will allow you to fine-tune the program, address areas where mentors feel unsupported, and identify specific practices that can be shared across schools to improve the program's overall effectiveness.

6. Strengthen Professional Development for Mentors

- **Action:** Offer additional training and resources for mentors to ensure they are equipped with the skills and tools needed to support their mentees effectively. Focus on critical areas such as emotional intelligence, growth mindset, and coaching techniques.
- **Reason:** As noted in the feedback, mentors play a crucial role in the success of the program. Investing in their development ensures that new teachers receive the best possible support, which in turn supports retention and student outcomes.

7. Share Best Practices and Resources

- **Action:** Facilitate regular opportunities for lead mentors and other stakeholders to share best practices, successful strategies, and resources. This can be done through workshops, roundtables, or collaborative platforms.
- **Reason:** As demonstrated in the feedback, learning from peers and exchanging ideas is highly valued. Sharing resources and strategies can improve program implementation and help refine practices that lead to greater success in both retention and student achievement.

8. Monitor and Adjust Based on Comparative Data


- **Action:** Regularly assess and compare the outcomes of participating and non-participating schools, focusing on teacher retention, student achievement, and instructional time. Make adjustments to the program as necessary to ensure continued success and scalability.
- **Reason:** Ongoing evaluation and adjustments are essential for the continuous improvement of the mentoring program, ensuring that it meets the needs of teachers, students, and schools.

By following these actions, I can continue to build on the success of the mentoring program, improve teacher retention, and drive further improvements in student achievement across the district.

Step 2: Create a poster to highlight your learning—use one of the templates provided

- State your problem
- Show your impact
- What change management tool had the biggest impact on your learning?


See Poster below:



learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
ACADEMY CLASS OF 2024

Dr. Janith Rhodes Instructional Coach Office of Staff Development

Improving Teacher Retention: An Important Step to Increasing Student Achievement



CONTEXT

Gwinnett County Public School (GCPS) district is one of the largest school districts in the southeast consisting of 81 elementary schools, 29 middle schools and 24 high schools. It has a student enrollment of 181,814 students. The student population is as follows: Hispanic/Latino, 32.3%; Black or African American, 19.4%; White, 11.2%; Asian or Asian Pacific Islander, 4.1%; two or more races, 0.2 %; Native American; and 0.1% Native Hawaiian or Other Pacific Islander. About 36% of GCPS students are eligible for the federal free and reduced-price meal program, and 22.7% of its students are English language learners.


IMPACT

When I began work with this PoP/LP in the GCPS, only about 32% of schools participated in the district's mentoring program for new teachers. The mentoring program's goal is to partner with schools to accelerate new teacher effectiveness and to improve teacher retention. At the time, the district was experiencing 46% of its new teachers leaving within the first 3 years. Since implementation of work related to the PoP, we have seen an increase of about 40% participation in the mentoring program from 32% to 77% participation. With this increase in participation, we have seen a decline in teacher attrition.

Research has shown that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," which equates to one sixth to nearly half of the school year. Teacher turnover is directly related to lower student performances in math and literacy. Additionally, research revealed that a decrease in teacher turnover increases student achievement in math by 2 percent to 4 percent of a standard deviation (Marco Learning, 2023)

TOOL

I found the Theory of Change model to be a comprehensive framework that I could use to map out the pathway to achieve my desired long-term goal. It helped me to identify the necessary preconditions, interventions, and resources required to bring about the desired change that I was hoping to achieve. This model was particularly useful for planning, implementing, and assessing my goal, and ensuring that every step was aligned with the ultimate objectives. By articulating the assumptions and causal linkages between activities and outcomes, stakeholders were better able to understand, evaluate, and improve the effectiveness of their initiatives.



Resources/Inputs	Activities	Outputs	Outcomes	Impact
Planned Work Needs Assessment of teachers, mentoring teachers and coaching training & coaching with on-site support Research-based articles Online Database of resources	Activities Providing interventions, articles for the staff, coaching, peer support, professional learning, and coaching with on-site support Developing coaching and on-site support Developing coaching and on-site support Developing coaching and on-site support	Outputs Stakeholders are more prepared to use the data to inform practice in the district Stakeholders are more prepared to use the data to inform practice in the district Stakeholders are more prepared to use the data to inform practice in the district	Intended Results Stakeholders are more prepared to use the data to inform practice in the district Stakeholders are more prepared to use the data to inform practice in the district Stakeholders are more prepared to use the data to inform practice in the district	Improved teacher retention Lower numbers in need for services Increased student achievement



School Name: Meridian Public Charter School

School Mission Statement: The mission of Meridian Public Charter School is to inspire a passion for learning in our students and to help them build their self-confidence and self-respect through academic achievement.

Leadership	
Leadership Implementation Priority #1	<p>Using Data to Improve Instruction</p> <ul style="list-style-type: none"> • Core Practice 33, Sections C and D <p>Leader Learning Targets</p> <ul style="list-style-type: none"> • I can support teachers to analyze student data regularly. • I can transparently share data updates with staff.
Leadership Implementation Priority #2	<p>Form Credentialing Crew Committee</p>
Leadership Structures and Actions to Support Impact on the Workplan	
<p>Leadership Structures and Actions</p>	



Success Criteria–Goals and Intended Outcomes

Leaders will	Teachers will
<ul style="list-style-type: none">• Data meetings with teachers to build capacity• Analyze data and know it well (regularly)• Data-driven while planning and facilitating PD• Sharing results and workplan (MYR, EYR) with staff• Me Develop protocol and interventions to address biases and disproportionality• Ensure adequate time for teachers to collaborate and analyze data• Own results - no excuse model - data does not lie• Find solutions through collaborating and using protocols to analyze data and evidence-based conversations• Regular teacher feedback on instruction and share in PD• Attend and model during data meetings and all school PD• Prep for data meetings• Align our data protocol• Review data/workplan in 1:1 and with teams	<ul style="list-style-type: none">• Regularly analyze data of exit tickets to inform daily instruction• Some form of checking for understanding in all lessons• Data-driven collaboration team meetings to drive instruction• Data literacy for teachers<ul style="list-style-type: none">○ PLC○ 1:1○ PD○ Data Days• Using aligned rubrics to hold accountability



- Build staff capacity through data meetings
- Develop norms and protocols
- Transparency in walkthrough results

Progress Monitoring

Progress Monitoring Tool and Indicators:
How will we check in on implementation?
What quantitative or qualitative data might we collect?

Progress Monitoring Outline:
When will we collect data?
When and how will we analyze data?
Who will be involved?

- Share walkthrough data with staff
- Calendar that reflects team structures for data analysis
- Use of protocols in team agendas (running agendas)
- Feedback (surveys) from teachers
- Evidence of data analysis in building (data meetings, updated data walls, etc)

EL Education Supports and Services

DATA REVIEWS

- Beginning of the Year Review
- Mid-Year Review



- End-of-Year Review

PROGRESS MONITORING

- Walkthroughs related to implementation priority
- Support with data analysis

PROFESSIONAL DEVELOPMENT

- Support with Professional Development including,
 - High Quality Work Protocol

IMPLEMENTATION REVIEW

LEADERSHIP SUPPORT

- Support with Leadership Team Meetings

Mastery of Knowledge and Skills	
Multi-Year Impact Goal:	By 2027, Meridian PCS students will exceed district and national growth and achievement levels in both literacy and mathematics and will be leaders of their own learning.
Credential Level Impact Reflection:	<p>Deeper Learning/Instruction Learning Conditions:</p> <p>Growth and Achievement:</p> <p><input type="checkbox"/> Overall Student Proficiency:</p>



	<p>OR</p> <p><input type="checkbox"/> School Growth:</p> <p>OR</p> <p><input type="checkbox"/> Student Growth:</p>
<p>Performance Benchmarks: (Student Outcomes on Summative Assessments)</p>	<p>Growth:</p> <ul style="list-style-type: none">• At least 60% of total students will meet growth targets in reading as measured on MAP.• At least 60% of total students will meet growth targets in math as measured on MAP.• At least 60% of total students who are multilingual will meet growth targets in reading as measured on MAP.• At least 60% of total students who are multilingual will meet growth targets in math as measured on MAP.• At least 60% of total students who have IEPs will meet growth targets in reading as measured on MAP.• At least 60% of total students who have IEPs will meet growth targets in math as measured on MAP. <p>Achievement:</p> <ul style="list-style-type: none">• On the PARCC assessment, 40% of students will score proficient or above on reading.• On the PARCC assessment, 25% of students will score proficient or above on math.• On the PARCC assessment, 40% of students who are multilingual will score proficient or above on reading.• On the PARCC assessment, 25% of students who are multilingual will score proficient or above on math.



	<ul style="list-style-type: none"> ● On the PARCC assessment, 40% of students who have IEPs will score proficient or above on reading. ● On the PARCC assessment, 25% of students who have IEPs will score proficient or above on math. ● On the TS-Gold assessment, 100% of students in PK will meet their achievement benchmarks. ● ACCESS Goal - TBD
<p>Core Practice Implementation Priority</p>	<p>Students Track Academic Progress</p> <ul style="list-style-type: none"> ● Core Practice 30, Section C ● Core Practice 27, Section B
<p>Staff Learning Target(s)</p>	<ul style="list-style-type: none"> ● I can create and facilitate opportunities for students to track their academic and character progress. <ul style="list-style-type: none"> ○ I can create a data-informed culture in my classroom. ○ I can teach students to evaluate their progress in relation to a learning target. ○ I can support students to set and reach meaningful and effective goals.
<p>Performance Benchmarks: (Staff Outcomes)</p>	<p>Based on spring 2024 Implementation Review scores</p> <ul style="list-style-type: none"> ● IR score moves from Moderate to Exemplary in <ul style="list-style-type: none"> ○ Teachers offer structured opportunities (e.g., synthesis, debrief) for students to <ul style="list-style-type: none"> ■ (a) reflect on what and how they learned and ■ (b) identify strategies and next steps to achieve learning targets.



- Teachers provide students with tools to enable students to self-assess accurately and show evidence of their progress toward learning targets (e.g., target trackers, data notebooks).

Success Criteria

Teachers will

- Create and teach students how to use trackers of their learning targets and assessment data
- Model protocols to analyze data and how to use tracker
- Write learning targets on all documents
- Unpack learning targets with students
- Help build growth mindset of students
- Use data binders with students
- Facilitate data conference with students
- Facilitate goal setting with students

Students will

- Analyze their own data and identify skills needed to reach mastery
- Explain their data to others
- Know their goals
- Use rubric to meet learning targets
- Annotate learning targets
- Keep data binder and use to track academic progress
- Engage in goal setting

Theory of Action for Impact



<p>Change Idea(s) <i>What change of idea(s) will inform the focus of professional learning?</i></p>	<p>Progress Monitoring Implementation: How will we check in on the implementation Walkthrough Indicators? Other? What quantitative or qualitative data might we collect?</p>	<p>Progress Monitoring Student Outcomes: How will we check in on the impact on student outcomes? What quantitative or qualitative data might we collect?</p>
<ul style="list-style-type: none"> Students track academic progress on learning targets and assessments 	<p>Teacher Practice</p> <ul style="list-style-type: none"> Assessment in Daily Instruction Walkthrough Tool <ul style="list-style-type: none"> 4B, 5C, 5E, 7C Walkthrough Indicators Unpacked Creation of student trackers Lesson audit 	<p>Student Outcomes</p> <ul style="list-style-type: none"> Assessment in Daily Instruction Walkthrough Tool <ul style="list-style-type: none"> 5E, 4B Student reflection on learning targets Student trackers fill out by students Data binders Student focus groups

<p>Character and Culture</p>	
<p>Multi-Year Impact Goal:</p>	<p>By 2027, Meridian Public Charter School will develop students towards the Habits of Scholarship and Character (curiosity, respect, resilience, and leadership)</p>



	needed for success as effective learners, ethical people and who contribute to a better world in their approach to learning and their interactions with others.
Credential Level Impact Reflection:	Crew and Character Data: Commitment to Better World Day (May 2, 2025):
Performance Benchmarks: (Student Outcomes)	<ul style="list-style-type: none"> ● Crew Student Survey ● TNTP Survey (Select indicators from Insight that match Character) <ul style="list-style-type: none"> ○ Spring 2022 results back in summer - analyze and set goal in BYR ● Panorama Survey for staff, students, and families <ul style="list-style-type: none"> ○ Use baseline to set data ● Attendance data, disaggregated by ML status, and special education status, grade level, campus ● Discipline data (referrals, suspensions, etc) disaggregated by ML and special education status
Core Practice Implementation Priority and Connection to Equity:	Students Track Character Progress <ul style="list-style-type: none"> ● Core Practice 30, Section C ● Core Practice 27, Section B
Staff Learning Target(s)	I can create and facilitate opportunities for students to track their character progress.
Performance Benchmarks:	Based on spring 2024 Implementation Review scores



<p>(Staff Outcomes)</p>	<ul style="list-style-type: none"> ● IR score moves from Moderate to Exemplary in <ul style="list-style-type: none"> ○ Teachers reinforce Habits of Scholarship as part of daily instruction by <ul style="list-style-type: none"> ■ (a) discussing (i.e., "unpacking") Habits of Scholarship to clarify student understanding, ■ (b) including planned reflection on Habits of Scholarship within instructional routines and lessons, and ■ (c) requiring students to track their progress related to desired Habits. 	
<p>Theory of Action</p>		
<p>Change Idea(s) <i>What change in idea(s) will inform the focus of professional learning?</i></p>	<p>Progress Monitoring Implementation: How will we check in on the implementation of Walkthrough Indicators? Other? What quantitative or qualitative data might we collect?</p>	<p>Progress Monitoring Student Outcomes: How will we check in on the impact on student outcomes? What quantitative or qualitative data might we collect?</p>
<ul style="list-style-type: none"> ● Students track character progress 	<p>Teacher Practice</p> <ul style="list-style-type: none"> ● Crew Walkthrough <ul style="list-style-type: none"> ○ 1H, 2A, 2D ● Crew lesson audit – focus on goal setting and time for students to analyze and understand their character data 	<p>Student Outcomes</p> <ul style="list-style-type: none"> ● Crew Walkthrough <ul style="list-style-type: none"> ○ 2D, 2E, 4B ● Student focus groups ● Student crew survey



High-Quality Work	
Multi-Year Impact Goal:	By 2027, staff and students can describe the criteria for high-quality work and 100% of students will produce work that shows complexity, authenticity, and craftsmanship.
Credential Level Impact Reflection:	High-Quality Work Data: Consistently collect clear, high-quality work data Commitment to Models of Excellence: Submit Work to Models of Excellence
Performance Benchmarks: (Student Outcomes)	Meridian students in every grade level can define the attributes of high quality work and identify what high-quality work looks like (i.e. complexity, authenticity, and craftsmanship)
Performance Benchmarks: (Teacher Outcomes)	Based on spring 2024 Implementation Review scores <ul style="list-style-type: none"> ● IR score moves from Moderate to Exemplary in <ul style="list-style-type: none"> ○ Teachers require that students use protocols to engage in formal peer and teacher critiques of their work at least once prior to the submission of their final product/performance. ○ Teachers set an expectation for excellence in students' final product by <ul style="list-style-type: none"> ■ (a) examining models and naming what quality looks like and strategies for improving quality, ■ (b) providing criteria and rubrics that define a successful product, and ■ (c) requiring students to engage in multiple rounds of revision and improve their work over time.
Core Practice Implementation Priority and Connection to	Using Models, Critique, and Descriptive Feedback to Produce High-Quality Work <ul style="list-style-type: none"> ● Core Practice 12, Section E



Equity:		
Staff Learning Target(s)	<ul style="list-style-type: none"> I can use models, critique, and feedback to support students to produce high-quality work 	
Success Criteria		
Theory of Action		
<p>Change Idea(s) <i>What change idea(s) will inform the focus of professional learning?</i></p>	<p>Progress Monitoring Implementation: How will we check in on the implementation of Walkthrough Indicators? Other? What quantitative or qualitative data might we collect?</p>	<p>Progress Monitoring Student Outcomes: How will we check in on the impact on student outcomes? What quantitative or qualitative data might we collect?</p>
<ul style="list-style-type: none"> Students will engage in models, critique, and feedback in order to produce high-quality work. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Scholarly Sources

**Franklin County Public Schools
Learning Forward Academy 24**

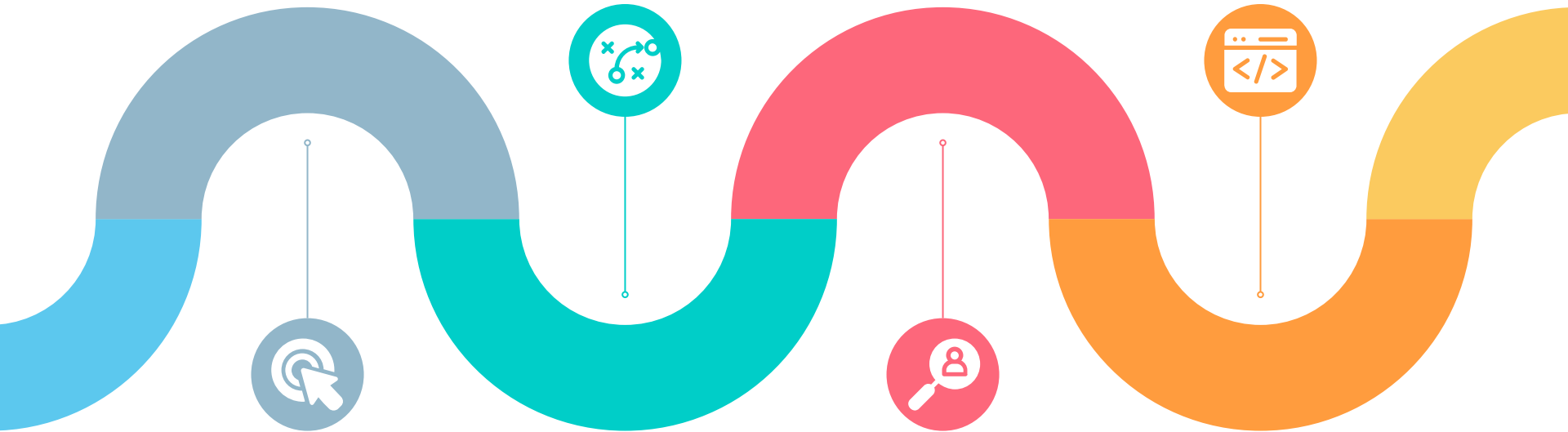
	Source	Key Points	Application	Standard Alignment
1	The Shift to Student Led: Reimagining Classroom Workflows with UDL and Blended Learning by Catlin R. Tucker & Katie Novak	UDL focuses on creating inclusive learning environments that accommodate diverse learners, while blended learning combines online and face-to-face instruction.	The concepts of student-led learning, UDL, and blended learning have gained prominence in education as they emphasize student agency, personalized learning experiences, and leveraging technology for enhanced instruction. By shifting towards student-led approaches, educators aim to empower students to take ownership of their learning, make choices, and develop essential skills such as critical thinking, collaboration, and problem-solving.	<ul style="list-style-type: none"> ● Equity Foundations ● Learning Designs ● Curriculum, Assessment and Instruction
2	Harnessing Technology for Deeper Learning by Scott Mcleod & Julie Graber (4Shifts Protocol)	Small shifts in deeper thinking, authentic work, learner agency, and technology infusion create a transformative learning environment to foster deeper learning experiences.	Components of the 4 Shifts Protocol are imbedded in the empowered classroom conditions progression, walkthrough observation tool and educator self-evaluation tool	<ul style="list-style-type: none"> ● Equity Foundations ● Learning Designs
3	Evolving Education: Shifting to a Learner-Centered Paradigm by Dr. Katie Martin	In a learner-centered approach, the focus shifts from traditional teacher-centered instruction to placing the learner at the center of the educational experience. This approach acknowledges that students have unique needs, interests, and learning styles, and aims to create personalized and meaningful learning experiences for each individual.	A learner-centered paradigm emphasizes the following principles: <ul style="list-style-type: none"> ● Personalization ● Authenticity ● Collaboration ● Reflection and Metacognition ● Technology Integration 	<ul style="list-style-type: none"> ● Equity Foundations ● Learning Designs ● Curriculum, Assessment and Instruction

4	Opening Doors: An Implementation Template for Cultural Proficiency by Dr. Trudy Arriaga and Randall Lindsey	<ul style="list-style-type: none"> ● Inclusive and equitable learning environments ● High expectations for students and staff - educator responsibility for assisting students to meet high expectations ● Continuous professional growth for educators; equity as a lens 	Aspects of the <i>Opening Doors</i> work are embedded within the CARES walkthrough as well as the CARES pathway	<ul style="list-style-type: none"> ● Equity Drivers ● Equity Foundations
5	Cultural Competence Now by Vernita Mayfield	<ul style="list-style-type: none"> ● Importance of cultural awareness and navigating our own cultural identities ● Recognizing equity work is a shared responsibility ● Highlights student voice and lived experiences 	Elements are incorporated in the asynchronous and synchronous CARES training. The idea of lived experiences has become a core component of the CARES model.	<ul style="list-style-type: none"> ● Equity Practices ● Equity Drivers ● Equity Foundations
6	Cultural Proficiency by Randall Lindsey, Kikanza Nuri-Robins, Raymond Terrell and Delores Lindsey	<ul style="list-style-type: none"> ● Assessing individual culture and the value of others ● Developing capacity of educators along the cultural proficiency continuum ● Emphasis on engaging stakeholders in decision making process 	Elements are incorporated in the asynchronous and synchronous CARES training. CARES also used Cultural Proficiency when training division level staff.	<ul style="list-style-type: none"> ● Equity Practices ● Equity Drivers ● Equity Foundations

7	Engaging with the Text Quality Over Counting: Mindsets for Grading Reform By Tom Schimmer	<ul style="list-style-type: none"> ● equitable grading practices ● mindset shift to monitoring mastery of skills ● Descriptive Feedback ● Student involvement and goal setting ● Teacher collaboration and professional development 	<p>Key elements are present in the K,1 standards based report card model and empowered classroom conditions and walkthrough tool for providing descriptive feedback, student goal setting and student voice in instructional practices.</p>	<ul style="list-style-type: none"> ● Equity Drivers ● Equity Foundations ● Equity Practices ● Curriculum, Assessment and Instruction
8	The Case Against the Zero by Douglass Reeves	<ul style="list-style-type: none"> ● Grades do not accurately represent students' learning ● Demotivation of learners ● Inflated impact on grades ● Limited feedback ● Alternative assessments provide more accurate and comprehensive understanding of student mastery 	<p>Key elements are present in the K,1 standards based report card model and empowered classroom conditions and walkthrough tool for providing descriptive feedback, student goal setting and student voice in instructional practices. Balanced assessment model present in professional learning pathway</p>	<ul style="list-style-type: none"> ● Equity Drivers ● Equity Foundations ● Equity Practices ● Curriculum, Assessment and Instruction
9	Three Grading Practices That Should Change by Alexis Tamony	<ul style="list-style-type: none"> ● Averaging scores over time does not credit learners for mastery ● Adding elements other than content (soft skills) into scores does not provide equity 	<p>Key elements are present in the K,1 standards based report card model and empowered classroom conditions and walkthrough tool for providing descriptive feedback, student goal setting and student voice in instructional practices.</p>	<ul style="list-style-type: none"> ● Equity Drivers ● Equity Foundations ● Equity Practices ● Curriculum, Assessment and Instruction

Learning Forward

Academy 2024 Class
Amy Shaver



Problem of Practice - Franklin County Public Schools, Division Pilot

Initial Problem of Practice: Design and implement a model for professional learning that results in observable change, higher self efficacy, and increased student achievement. (Franklin County Public Schools)

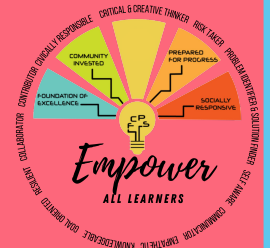
My Sphere of Influence - Implementation of a balanced assessment model, equitable grading practices and effective instructional feedback.

Scholarly sources that impacted our work

[Sources \(linked\)](#)

POP Focus Area: Evidence of Learning

Implementation of the Evidence of Learning Pathway at Boones Mill Elementary School with focus on understanding balance assessment, equitable grading practices and effective feedback cycles



Knowledgeable, Goal Oriented, Resilient

SMARTIE GOALS

1 Self Efficacy

At least 90% of educators who participated in the Evidence of Learning Pathway will increase their proficiency for implementing empowered classroom conditions as evidenced by advancing at least one proficiency (emerging, investing, leading, innovating).

Goal

Comparison of educator self-reflection tool completed by educators to observer evaluative tools to determine the percent correlation for alignment.

Criteria

2 Student Achievement

In classrooms with observable improvements in empowered classroom conditions, increases in student achievement will be observed (VALLS, SOL, Writing)

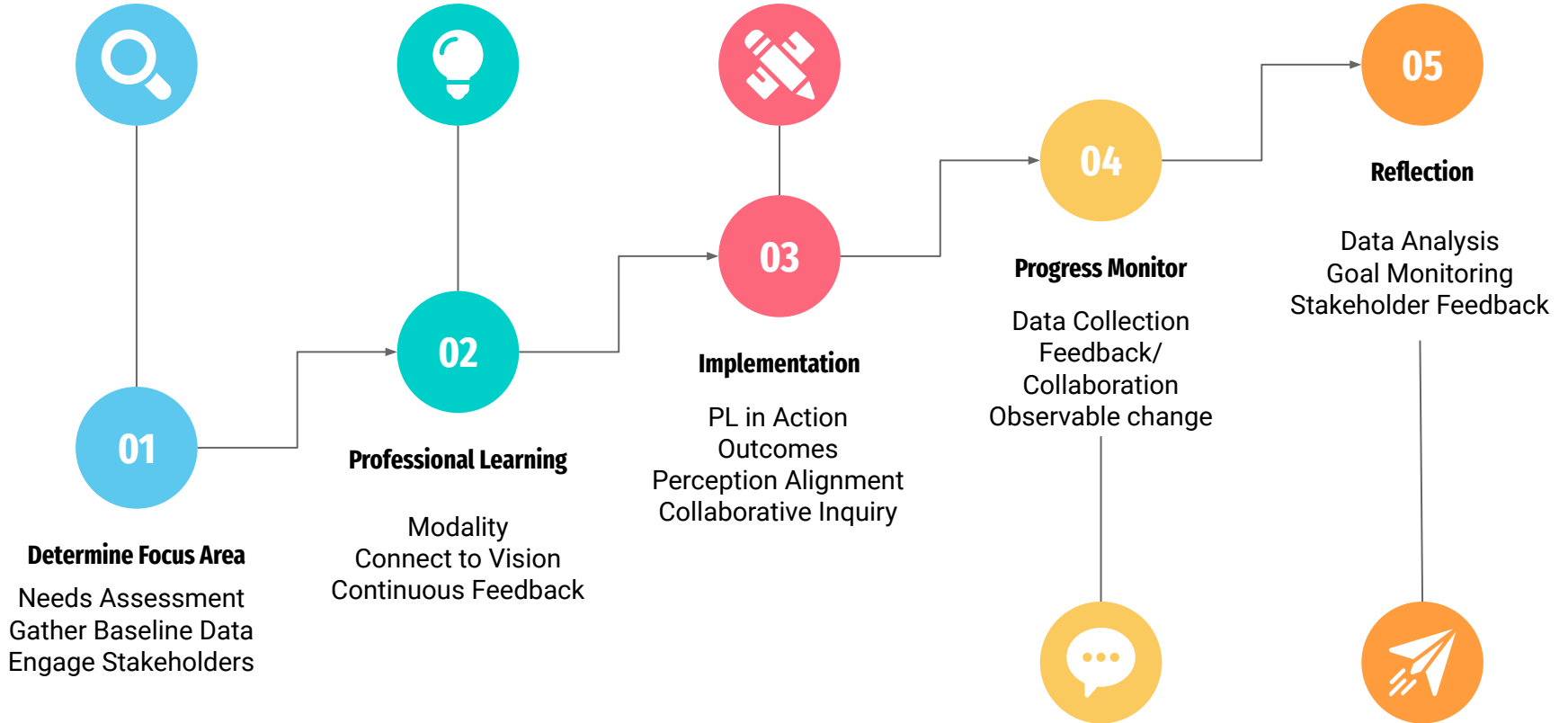
Student Achievement

3 Observable Change

100% of educators who participate in professional learning pathways will see at least a 10% increase in implementation of classroom instructional & assessment strategies

Walkthrough Observation tools from the educator and observers.

FCPS Theory Change



Evidence of Learning Logic Model

Design and implement a model for professional learning that results in observable change, higher self efficacy, and increased student outcomes.



POP

Start

Observable

Change



Increased implementation of classroom practices aligned of goal setting and effective feedback

Implementation of balanced assessment plans K-5 & standards based report card in grades K&1



Observable

Change

Student

Outcomes



Student Outcomes for Evidence of Learning Pathway:
- Improved reading & writing scores
- Increased capacity for goal setting

Evidence of Learning Logic Model



Inputs

Staff time

Schedule Change

Balanced Assessment Plan

Standards Based Report Card K-1

Evidence of Learning Pathway PD

Develop PD Participant Feedback Survey



Activities

Monthly staff meetings allocated for professional learning & asynchronous module

Master Schedule allowing for additional teacher planning time

Provide balanced assessment plan for each grade level.

Implement standards based reporting system for skill mastery

Design **Evidence of Learning Pathway** for feedback, balance assessment and equitable grading practices

Survey to evaluate PD effectiveness and alignment to goal



Evidence

Attendance sheets, PD Survey Feedback, Completion of asynchronous activities in Canvas

Collaborative Meeting Agendas with focus on Assessment and Feedback

Balanced Assessment Plans Draft

Kindergarten Badges, Standards, and I can statements

Kindergarten Report Card Guidance Document

Self-Reflection Tools
Goal Oriented, Resilient, Knowledgeable

Walk-Through Observation Form

Professional Learning Survey

Evidence Based Outcomes



Self-Efficacy

Staff self-reflections indicated increase in evidence based practices

Staff annual goals included student goal setting and implementation of feedback cycles in class writing participating in the feedback cycle

Increased self-awareness of inequitable practices and plans to self-improve

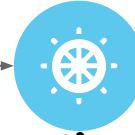


Classroom Practices

Walkthrough observations conducted each nine weeks

Noted increase in observable practices

Student goal setting, feedback cycles including peer feedback



Grading & Reporting

Mastery based report cards implemented in K & 1st grades

Review and reflection of grade books noted decrease in completion grades

Quality of feedback on written work improved



Student Achievement

Student phonics and phonemic awareness scores increased to higher risk band for 89% of K - 3rd grade students

Student with disabilities Reading SOL scores improved by 12 %

BMES Fully Accredited in all academic areas and achievement gap bands

Data Summary

The initial goal was to create a sustainable model of professional learning for a school division that lacks a dedicated department to oversee such initiatives. The model would be adaptable to any division or school initiatives, with tools in place for needs assessment, continuous monitoring and data-driven outcomes aligned with improved student achievement. As a building level administrator, this goal was out of reach; however, I was given the opportunity to implement a pilot at my elementary school, along with two other school leaders in my division who are also Academy participants.

Our team, recognizing that many of the tools and protocols needed to implement successful professional development were not present. Therefore, we worked to identify existing data sources and design tools to measure the effectiveness of the training, assess staff perceptions of the learning, and define measurable outcomes both in the classroom and in student achievement.

We operated under key assumptions; improved classroom conditions aligned with the division profile of a learner would result in increased student achievement, and that if teachers were provided the opportunity to reflect on their own teacher practices and receive feedback through observation, they could make conscious effort to shift practices once provided explicit professional development in these areas.

Data Summary

Small steps were readily observable in classroom walk-through observations, with many staff implementing student goal setting and peer feedback into their daily practice. Staff were pleasantly surprised at how elementary students became increasingly engaged in their learning when supported in becoming active participants. Many reported small victories in a shifting student mindsets and celebrated the achievement of short term goals that led to long term success.

It is important to note that the second year of implementation, these practices have continued, along with an increased use of strategies from the 2023-2024 professional development cycle. Staff goal setting now includes a continuation of existing practices and the introduction of the next phase of development.

Boones Mill Elementary has demonstrated a shift in mindset and in practice regarding feedback cycles, goal setting and the effective used of balanced assessment to determine student skill mastery. We continue the work to further develop skills and practices to increase student achievement.

Ming Shelby

Learning Forward Academy 2024

Data Story

Our Problem

At the end of the 21-22 school year, we had less than 50% of our students reach their growth targets in certain grade levels across the district as indicated by MAP. We had some upside down triangles for proficiency and our Tier 2 and Tier 3 systems were oversaturated with supports needed for our students.

Our Attempt at Solving the Problem

We really wanted to elevate core instruction and we thought of a creative structure of leveraging our school leadership teams. The focus was to bring together all of the School Leadership Teams to form one big school leadership team, thus resulting in the name Big SLT (not very creative, but our best). Together we would bring all of the leadership teams together to offer professional learning to improvise student proficiency and growth.

Our first attempt was through a KASAB model:

Type of Change	Educators	Students
Knowledge: Conceptual understanding of information theories, principles, and research	SLT understands PLC concepts and Tier 1 instruction. SLT possesses a comprehensive understanding of PLC structures, data-driven instruction, and Tier 1 instructional strategies, especially for math and ELA. SLT develops expertise in analyzing MAP and SAT data to identify trends, needs, and gaps, translating these insights into actionable school improvement plans. SLT stays informed on best practices in culturally responsive teaching to support diverse student	Students have a deeper understanding of Tier 1 content in math and ELA. Students learn strategies to understand and track their MAP and SAT goals, using this knowledge to recognize their progress and set next steps. Students gain awareness of how math and ELA skills connect to real-world applications and future learning.

	needs, including EL students.	
Attitude: Beliefs about the value of information or strategies	<p>SLT believes PLC concepts and Tier 1 instruction is important to the success of all students.</p> <p>SLT embraces the belief that all students, regardless of background, are capable of achieving proficiency on MAP and SAT.</p>	<p>Students enjoy learning ELA and math.</p> <p>Students believe in their ability to improve and reach proficiency in math and reading, knowing that growth is possible with effort and persistence.</p> <p>Students embrace a growth mindset, viewing challenges in learning as opportunities to grow and improve.</p>
Skills: The ability or capacity to use strategies and processes to apply knowledge	<p>SLT knows how to employ a variety of strategies to lead teachers in Tier 1 instruction.</p> <p>SLT masters the skills needed to lead effective PLCs, guiding teachers in collaborative data analysis and evidence-based instructional planning.</p> <p>SLT builds and refines coaching skills to support teachers in implementing Tier 1 strategies and to foster a culture of continuous improvement.</p> <p>SLT develops proficiency in designing and monitoring professional development initiatives aligned with MAP, SAT, and Tier 1 instructional goals.</p>	<p>Students demonstrate their understanding of math and ELA content on common formative assessments and MAP.</p> <p>Students develop skills to apply math and reading strategies independently, using these skills to approach challenges confidently.</p> <p>Students build proficiency in problem-solving and critical-thinking skills, applying these across math and ELA contexts to deepen understanding.</p> <p>Students learn self-assessment techniques, using formative assessments and MAP results to identify areas of strength and set improvement goals.</p>
Aspirations: Desires, or internal motivation, to engage in a practice	<p>SLT has a genuine desire for students to understand and perform well on MAP.</p> <p>SLT strives to create a cohesive, school-wide culture focused on academic growth, where</p>	<p>Students want to advance their understanding of Tier 1 math and ELA knowledge.</p> <p>Students want to achieve their growth goals in CFAs and nationally normed tests.</p>

	<p>data-informed decision-making and instructional excellence are prioritized.</p> <p>SLT engages with staff as role models in embracing continuous learning and professional development.</p> <p>SLTs establish strong, trusting relationships with teachers to support their development and commitment to high-impact instruction.</p>	<p>Students demonstrate being active participants in their learning journey, setting personal academic goals and seeking help when needed.</p>
<p>Behavior: Consistent application of knowledge and skills driven by attitudes and aspirations</p>	<p>SLT consistently employs PLC structures and systems to assist Tier 1 instruction to help students acquire foundational Tier 1 math and ELA skills.</p> <p>SLTs facilitate regular team collaboration to analyze data and adjust strategies.</p> <p>SLTs Implement feedback loops, using formative assessment data to monitor progress toward proficiency targets and adjust school improvement plans accordingly.</p> <p>SLTs actively participates in reflective practices including instructional rounds, seeking feedback from teachers, students, and peers to improve leadership strategies and meet school-wide goals.</p>	<p>Students regularly apply math and ELA strategies within the content and across other curricular areas.</p> <p>Students engage actively in classroom discussions, projects, and assessments, showing a commitment to mastering math and ELA content.</p> <p>Students reflect regularly on their learning, using feedback from teachers and assessment results to make adjustments and strive for continual improvement.</p> <p>Students incorporate skills learned from their teachers during whole group and apply during independent work time.</p>

Goals and Intended Outcomes

We had ambitious and big goals.

By 2024, through strategic leadership and collaboration, the SLT will support all K-8 students to:

- Meet or exceed MAP growth targets in math and reading.
- Achieve a 75% proficiency rate (50th percentile) in MAP Math and Reading.
- Reach an 80% proficiency rate in MAP for EL students K-8.
- Ensure 70% of students meet proficiency in Math and Reading on the SAT

Evaluation Questions & Collection

How frequently and accurately are new behaviors being implemented? Likert Scale 1-4

How frequently and accurately are new behaviors being implemented? Likert Scale 1-4

How are student learning tasks, assessments, or engagement in learning changing?

How are students experiencing change?

Are the activities producing the intended outcomes?

From these questions, we collected information from Instructional Rounds, Big SLT information conversations, and student interviews.

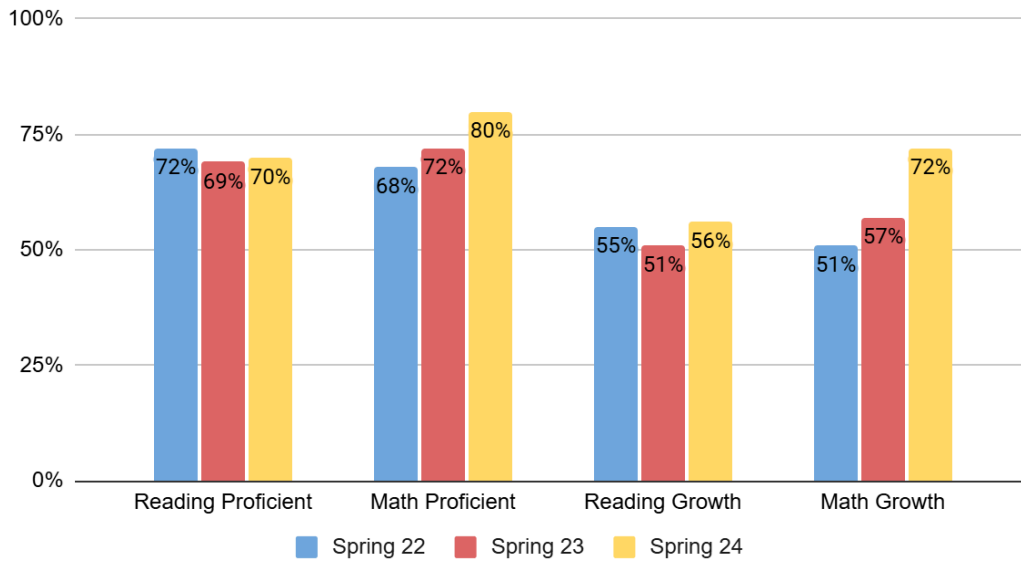
Student interviews at the elementary level initially viewed learning as compliant. Students credit a mix of peer support, teacher guidance, and engaging activities as crucial to their learning progress. Growth mindset was also a common theme, with students noting that pushing through challenges helped them develop resilience, especially when tackling difficult subjects. Students show interest in subjects they perceive as useful for the future. For example, one student shared how math will help him become an engineer in the future. There are some subjects that they feel more challenged than in others.

For the student interviews at the middle school level, they overall believed teachers set high expectations and offer challenging tasks to students who demonstrate readiness. There were some teachers that helped them learn more effectively than others. When students struggle, teachers offer differentiated approaches such as step by step guidance, structured group activities, or visual support.

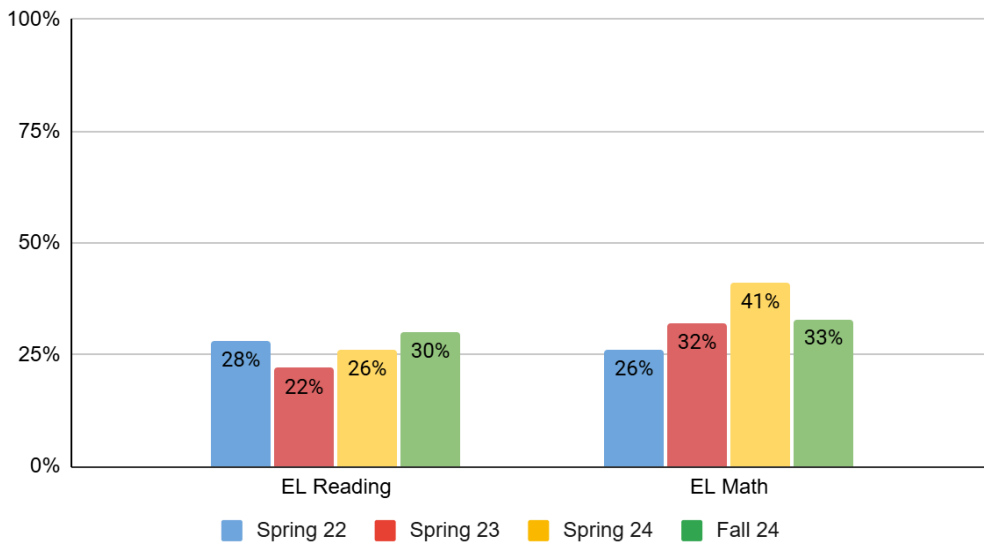
Students at the high school level have the opportunity to engage in a wide range of subjects and receive mixed levels of support when struggling, often depending on the teacher. Teachers communicate high expectations in different ways. Students expressed that teachers who set high expectations and offer personalized feedback have a positive impact on student motivation. Peer support also plays a critical role when structured classroom support is limited.

Our Data

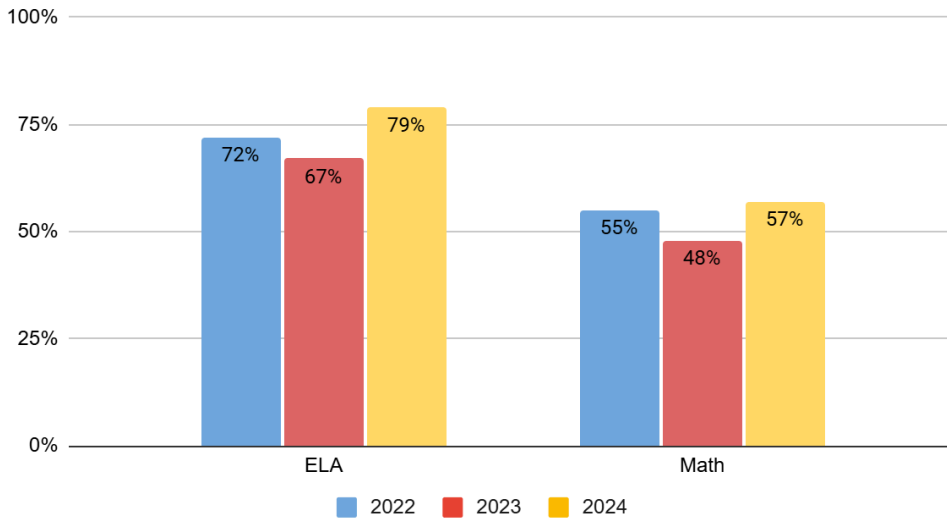
NWEA Percent Proficient and Growth Grades K-8



EL NWEA Percent Proficient Grades K-8



SAT College and Career Ready



Our math proficiency goal was met with a significant increase from 68% to 80% and our math growth targets improvement significantly from 51% to 72% which is just a 3% shy of our goal. Our ELA proficiency goal saw minor improvement from 72% to 70% and reading growth slightly increased to 56%. A celebration and surprise is that math growth targets increased significantly compared to ELA.

Our EL proficiency in reading and math shows gradual improvement and we did not meet our goals in this area. This is a surprising finding because we have invested heavily in professional learning related to strategies to support multilingual learners. It would be interesting to dive deeper into the data to identify if there is a grade level that stands out as being more successful than others.

The data also reveals areas needing further exploration, particularly regarding reading proficiency and EL student growth and areas for improvement.

New questions that emerged include:

What specific strategies contributed to the marked improvement in math proficiency, and how can these be applied to reading?

Why did EL math proficiency decrease from Spring to Fall 2024, and what factors might be influencing this trend?

What additional support structures can be implemented to better support reading growth, especially for EL students?

Next steps:

During the last year, we had new leadership and as a result it was decided that Big SLT would be disbanded and SLT would return to fully back at the building level. As a result of this, building have local decision making power on school improvement plans and school leadership team professional learning. Looking at our standardized assessment data, this would be actions steps to take globally.

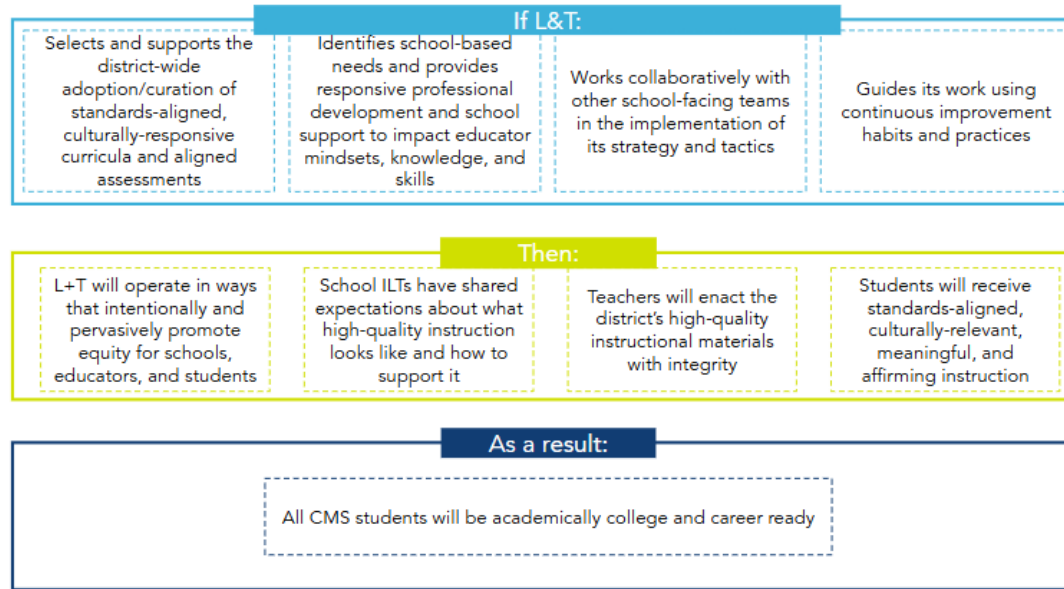
- **Reading Proficiency and Growth:** Reading outcomes need focused intervention, as improvements have been less substantial compared to math.
- **EL Reading Proficiency:** EL reading proficiency remains low, indicating a need for tailored instructional support and resources to boost EL performance in reading.
- **Consistency in Growth for Reading:** Strategies may be needed to achieve more consistent growth in reading outcomes across all grade level

What problem are we solving?

Charlotte-Mecklenburg Schools (CMS), the 16th largest district in the United States, serves over 141,000 students and employs approximately 9,000 teachers. In response to the district's goals set forth by the Board of Education, the Learning and Teaching (L&T) department developed a Theory of Action that outlines the necessary steps to achieve these objectives. A core component of the Theory of Action states that if the L&T department "identifies school-based needs and provides responsive professional development and school support to impact educator mindsets, knowledge, and skills," then "teachers will enact the district's high-quality instructional materials with integrity."

The problem we are addressing is the need for a comprehensive system to measure the impact of our professional learning cycles. Specifically, we need a method to determine whether our efforts in professional development are successfully aligned with the Theory of Action and, ultimately, contribute to the desired outcomes of improved teaching and student success. Our objective is to create a robust and reliable mechanism for tracking the effectiveness of professional learning programs and to ensure they are having the intended impact on teacher practices and, subsequently, student achievement.

Learning & Teaching: Theory of Action



What was the approach to solving the problem?

To tackle this problem, we designed a [professional development system](#) grounded in a continuous improvement model. This approach serves multiple purposes, with one of the primary goals being the measurement of professional learning's impact on teacher practice and, ultimately, student outcomes. By building this system, we aimed to address several key areas that would ensure a structured and guided approach to professional learning. These areas include ensuring that our professional development is responsive to teacher needs, aligned with instructional goals, and capable of driving measurable improvements in teaching quality and student achievement.

After developing the professional development delivery model, our next task was to create a systematic approach for evaluating the effectiveness of the PD programs. To do this, we conducted extensive research to identify the most important data we needed to collect and how to analyze this data effectively. Our approach was informed by the work of Guskey, whose research into professional development evaluation provided a solid foundation for our efforts.

The team spent considerable time exploring how a [multi-layered data](#) collection strategy could provide both lead and lag indicators to measure progress. Lead measures would allow us to assess whether we are on track before we observe changes

in student outcomes, while lag measures would help us evaluate the long-term effects on teacher practice and student success. This data-driven approach ensures that we can monitor the impact of professional development programs in real-time, make necessary adjustments, and ensure that our efforts are aligned with the broader objectives of improving teaching and learning within the district.

Purpose

There is a coherence across what teachers, instructional leaders, district leaders and school leaders are learning over a cycle of professional development learning.	→	Teachers, IL's and Leaders will each learn towards the same goal
The learning for people in various roles is directly applicable to and at the " grain size " of the role that they serve.	→	A teacher will unpack the curriculum deeply and Principals will learn the leverage points for monitoring instruction
The learning for all people uses the curricula that we use in CMS.	→	All examples and practices within PD will use EL Education, Open Up or the Math 1/ FM1 curricula
The learning centers around goal-aligned grade levels and content areas but is transferable to other content areas.	→	PD will go deep into grade content, curriculum and structures AND the monitoring and systems skills learned are transferable to all areas
The learning feels timely and relevant . People can start practicing/implementing the specific skills learned the very next day.	→	PD is scheduled based on pacing and Benchmark Assessments
The learning isn't using new resources; it is leveraging the resources we already have better.	→	Use of the curriculum and data points that have been outlined for the 23-24 school year

What evaluation questions did we ask?

We put several systems in place to begin measuring the effectiveness of professional learning. Those are:

1. Did the identified participants attend the professional learning
2. Did the participants say that the professional learning met the learning targets and their needs as an adult learner
3. Could the participants answer knowledge -based questions at the conclusion of the professional learning session or series
4. Using classroom observation data (Core Action Walks) do we see evidence of the professional learning in the classroom
5. Are student outcomes increasing?

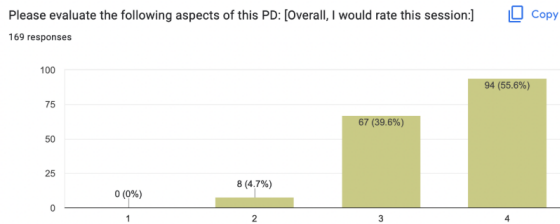
What did the Data say?

Did the identified participants attend the professional learning?

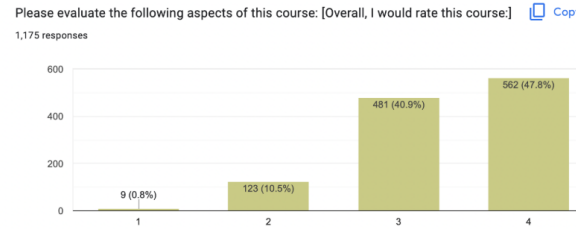
Attendance Data

2nd/3rd Grade Reading	MS Math 8	HS Math 1
08/18 & 19: 99.15% (116/117)	8/19: 95.74% (45/47)	8/19: 92.59% (25/27)
10/19: 93.16% (109/117)	10/4: 65.95% (31/47)	10/19: 92.59% (25/27)
01/17 + 18: 88.03% (103/117)	12/1: 78.7% (37/47)	12/13: 92.59% (25/27)
03/07 + 09: 91.45% (107/117)	02/15: 65.95% (31/47)	02/28: 96.29% (26/27)
		<i>*The 2/27 schools not present varied by session</i>

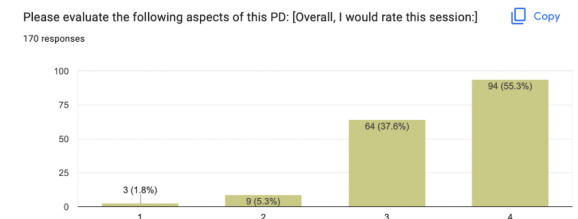
Feedback Data: Middle



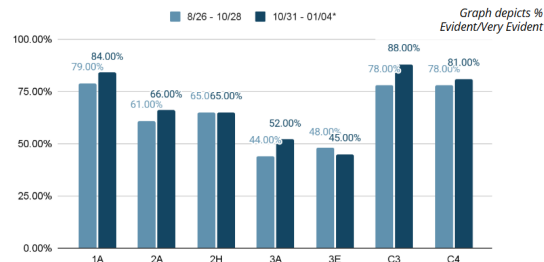
Feedback Data: Elementary



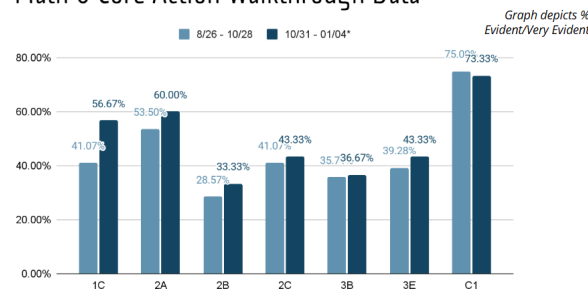
Feedback Data: High



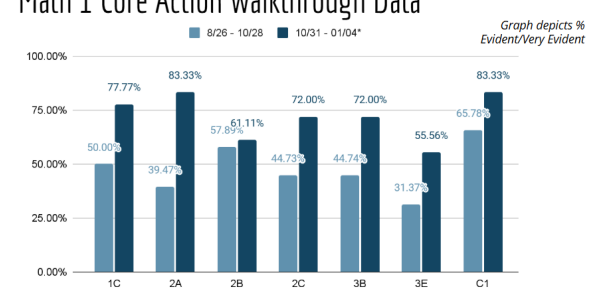
2nd/3rd Grade ELA Core Action Walkthrough Data



Math 8 Core Action Walkthrough Data



Math 1 Core Action Walkthrough Data



Building on Success: Endless Possibilities

- **ALL reading and math composite scores increased**, including improvements in third grade literacy and high school Math I
- District student growth **met or exceeded state projections in ALL content areas**, exceeding growth in reading, math, grade 5 science, English II and biology and exceeded district growth pre-pandemic
- Most recent **student membership numbers* highest since 2019-2020** (pre-pandemic)



* Student membership numbers are calculated as membership last day (MLD) and average daily membership (ADM). Using both calculations, Month 6 student membership numbers have increased yearly since 2019-20. Detailed numbers are in the appendix of this presentation and always available on the CM6 website.

What are the next steps?

The next steps involve refining our approach to collecting and streamlining data on the effectiveness of professional learning. In alignment with our district's new strategic plan, we will implement specific strategies to organize professional development (PD) offerings from both the central office and individual schools. Our primary objective is to ensure that PD is timely and closely aligned with the most critical needs for enhancing teacher practice. To achieve this, we will develop new evaluation questions that can be asked prior to each PD cycle, identifying key content areas, pedagogical practices, and planning strategies that require further development for our educators. This approach will help ensure that our efforts are targeted and effective, driving meaningful improvements in teaching and ultimately enhancing student success.

Simmons Data Story -Learning Forward Academy Graduation 2024

Special School District (SSD) partners with the 22 school districts in St. Louis County. There are over 5,000 SSD educators who engage in professional learning to increase outcomes for our over 22,000 students across the county. Professional learning includes various learning designs, both synchronous and asynchronous, however the type and number of follow-up supports for each educator varies. Baseline data was gathered using Guskey's 5 levels of evaluation. The initial outcomes for learning events (Guskey levels 1 and 2 on increased knowledge and applicability) had both a large data set and were strong as a district. However, intermediate outcomes (Guskey levels 3 and 4 on implementation support and fidelity) revealed inequities across the county. As we dug into this problem using a root cause analysis, we found that perhaps there is not a shared vision of professional learning and lack of knowledge between professional learning and training among the various educator roles throughout our district. If we ensure all educators understand how to support our professional learning system, then we can monitor our investments, therefore we can strengthen the ways we evaluate learning and its impact.

In order to focus on the multiple actors who play a role in our program, we used a Stakeholder Responsibility Map to help us hone in on key stakeholders to engage in the work. This map highlighted the link between professional learning staff and instructional administrators, as well as with instructional staff. It was clear, working with the professional learning specialists, coaches and facilitators would be important to our program. The Stakeholder map also helped us fine tune our KASAB.

The changes we wanted to see from educators included increased knowledge of the professional learning system, and to be engaged in the learning process for professional learning. Considering the changes we wanted to see in stakeholders, we developed a theory of change to try to solve our problem. We believed that if educators commit to standards-based professional learning, then district level leaders would use continuous improvement to create equitable and accountable structures for educators. If those structures were created, then educators would be engaged participants in professional learning, and if educators are engaged, student outcomes would increase. Some of the assumptions we held were that communication would happen at multiple levels, there is a system for monitoring and communicating back to stakeholders, that educators have resources needed, and that professional learning uses standards and is assessed for

impact.

Our logic model included inputs, actions, and outcomes for each of the theory of change buckets. We took some key actions to start to chip away at this program. In order to increase knowledge of professional learning staff's role in the learning system, we used milestone mapping to:

- audit our strategic plan template,
- analyze it for strengths and opportunities for improvement,
- and develop tools to effectively measure standards, maximize strengths, and target opportunities.

We engaged stakeholders in the professional learning process using our second milestone map. These tasks included:

- developing a shared understanding for partnership between districts and professional learning staff,
- strengthening our partnership with Evaluation & Research and the improvement plan process,
- engaging the Professional Development Committee as a representative for the teacher role,
- add standards-based professional learning data to the district data stories for administrators,
- monitor plans with cycles of improvement with data sharing at constant intervals,
- and continue to update the strategic planning template and reporting to stakeholders.

There were several goals that targeted the various educator roles in an attempt to move staff's knowledge, skills, and dispositions. We used the Innovation Configuration Maps (IC Maps) from Learning Forward as a guide for our work with coaches. The desired outcomes for professional learning staff were that they:

- contribute to developing a process for monitoring progress toward system wide learning goals,
- contribute to developing a process for evaluating the effectiveness and impact of systemwide professional learning,
- build capacity to document time and resources invested in professional learning, ●
- design differentiated supports to implement system wide professional learning, ●

leverage system wide professional learning to contribute to establishing and retaining a diverse workforce,

- and promote the investigation of equity of access to professional learning.

Another desired outcome of our program was that participants across the county, who engaged in professional learning, would fully engage in coaching and follow-up support to increase their practices. A final outcome of our program included students of participants who attended professional learning, meeting expected outcomes.

We used the KASAB to help us write evaluation questions. While we wrote many for the program, we prioritized five for this project:

- What connections do educators make with their role and the learning system?
(knowledge, aspirations)
- How impactful do teachers find professional learning? (attitude)
- What tools/data help administrators create equitable and accountable structures?
(skill)
- Do educators demonstrate increased knowledge of alignment of individual/school/system goals? (knowledge)
- Do educators make connections between effort and outcomes? (attitude)

We collected information that included professional learning staff reflection using the Learning Forward coach innovation configuration maps on target standards and indicators and Guskey level data on staff's end of year reports. Using this information and data from these sources, we were able to determine if we met our SMARTIE goals and/or answered any of our evaluation questions. Unfortunately, we did not meet any of our goals, however all made progress. Staff made the largest gains in the Implementation Standard construct: implement and sustain professional learning. Our second goal, monitoring the percent of professional learning participants who fully engage in coaching went from 62% to 85%. Finally, our student outcome goal increased from 35% to 58%. This data helped us to answer some of our evaluation questions including how impactful they find professional learning, and is there increased alignment within the system.

Strengths of our program include targeting the initial components of the KASAB as knowledge and aspiration. If educators don't believe that the juice isn't worth the squeeze, it can hinder their readiness for change. While we didn't meet our SMARTIE goals, the progress we made with folks engaging in coaching, and student outcomes increased by

over 20%. Areas of improvement for us include continuing to find ways to partner with district level administrators to ensure equity across the county.

This data set included end of year evaluations from literacy and math teams. An action to consider moving forward would be to scale up to all teams in the Professional Learning Division. The Division created a Division Leadership Team this school year. That team could take on responsibility for continuing to audit end of year reports, analyzing the data, and making recommendations to the staff using a continuous improvement model. Also, many teams are building dashboards this year. This data might be useful as we consider adding data to the district-wide data stories administrators receive and analyze with their team three times a year.

When we wrote this program, we were very thorough. Our logic model has many more activities to tick off as we continue to navigate and commit to standards-based professional learning to impact student achievement.

Learning Forward Data Story/Final Project

Kristin Skogstad-Elementary Principal, Garfield Elementary

Sioux Falls, South Dakota

In Title I schools like Garfield Elementary, where the needs are high and the student population diverse, staff retention is an ongoing challenge. Educators face complex demands, from bridging academic gaps to addressing the social-emotional needs of students. Research consistently shows that teacher retention is particularly low in high-poverty schools, linked to factors like increased workload, limited support, and complex student needs (Ingersoll, Merrill, & Stuckey, 2014). Garfield Elementary has taken on this challenge by creating a differentiated professional learning system to empower, equip, and ultimately retain the dedicated staff who are essential to the school's success.

An Evolving Journey of Professional Learning

Garfield's approach is rooted in research-backed practices that emphasize flexibility, relevance, and collaboration in professional learning—factors associated with higher teacher retention (Kraft & Papay, 2014). This year, Garfield made substantial progress by reducing mandatory meetings and implementing a Professional Learning Calendar aligned with teacher interests and needs. This system is anchored by four key instructional priorities:

1. **PLC+** - Professional Learning Communities have been shown to improve teacher satisfaction and instructional practices, particularly when educators are given agency within the collaboration process (DuFour, 2004).
2. **John Hattie's Visible Learning Research** - High-impact instructional strategies based on Hattie's meta-analyses increase student achievement and inform Garfield's instructional priorities (Hattie, 2008).
3. **Teacher Clarity** - Clear, measurable learning targets for students are shown to improve achievement (Hattie, 2012).
4. **Instructional Rounds** - Peer observation fosters a supportive professional community and shared practice, positively impacting school culture (City, Elmore, Fiarman, & Teitel, 2009).

Intended Goals and Impact

Garfield set clear goals to guide and measure progress, with an emphasis on increasing teacher efficacy, engagement, and student achievement:

- **By June 2024**, the percentage of teachers who believe their collective actions can positively impact students and help them succeed will increase as measured by the Leader in Me Measurable Results Assessment. *85% of staff expressed this belief, a 5-point increase.*
- **By June 2024**, the percentage of teachers who feel they are positively impacting others through meaningful work, with opportunities to grow and a voice in decision-making, will increase. *Result: 83% of staff expressed this belief, a 4-point increase.*
- **By June 2024**, the percentage of teachers confident in using evidence-based instructional practices to amplify student learning capacity will increase. *Result: 75% of staff expressed confidence, a 5-point increase.*
- **By June 2024**, all Garfield students will show growth in reading and math as measured by the NWEA Assessment. *Result: Every grade level showed an increase.*
- **By June 2024**, the percentage of 3rd-5th grade students proficient in reading and math on the SD assessment will increase. *Result: Proficiency increased by 1% in math and 3% in reading.*

Data-Driven Insights

To assess the initiative, data was collected through surveys, feedback, and observations. Teacher responses indicated that choice-driven learning fosters a sense of respect and autonomy, aligning with research that links professional development autonomy to improved morale (Kraft et al., 2018). Feedback on PLC+ indicated improved collaborative discussions, with teachers actively identifying learning gaps and developing interventions. Instructional Rounds provided valuable insights into classroom practices, supporting peer learning and a culture of shared goals.

An unexpected finding was the positive impact of fewer mandatory meetings. Teachers expressed feeling more autonomous and respected, significantly boosting morale—a finding consistent with research that links teacher autonomy to improved retention in high-need schools (Simon & Johnson, 2015).

Reflecting on Progress and Lessons Learned

The initiative, while in its early stages, has shown promise. The Professional Learning Calendar has been well-received, offering teachers an engaging structure that balances

autonomy and accountability. Instructional Rounds have cultivated a professional learning community grounded in reflective practice and open dialogue.

Strengths of the Approach:

- **Choice and Flexibility in Learning:** Teachers highly value the ability to choose learning experiences, which has positively impacted morale and engagement (Kraft et al., 2018).
- **Enhanced Collaboration through PLC+:** Focused discussions around student learning have empowered teachers to take active roles in addressing learning gaps.
- **Instructional Rounds as a Growth Tool:** Peer observations fostered a culture of shared learning, enhancing professional growth and community.

Opportunities for Growth:

Moving forward, several areas of focus have emerged:

- **Structuring Instructional Rounds:** More consistent follow-up can enhance the benefits of peer observation (City et al., 2009).
- **Enhanced Feedback Loops:** Increased opportunities for staff input can ensure professional learning sessions align with teacher needs (Darling-Hammond et al., 2017).

Emerging Questions

Several guiding questions have surfaced for continued improvement:

- How can we ensure the long-term sustainability of this differentiated professional learning system?
- What additional supports can help teachers integrate PLC+ and Instructional Round learning into daily practices?
- How can we continue to support collaboration, especially for newer teachers or those overwhelmed by PLC+?

Looking Ahead

Garfield Elementary's professional learning system reflects the school's commitment to its teachers. As this initiative evolves, Garfield will continue to use research-backed practices to adapt and ensure that educators feel valued, engaged, and supported.

Ultimately, the goal is to create a positive, empowering environment where both teachers and students can thrive.

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Class of 2024 Final Product

Sharron D. Stroman

To enhance learning outcomes, educators must be equipped with the tools and techniques they need to leverage their expertise and deliver equitable, differentiated, and rigorous educational experiences for all students. This equipping is accomplished through high quality professional learning facilitated by those who, themselves, are equipped with tools and techniques to lead learning. It is the leaders of learning (hereinafter referred to as professional learning consultants, or consultants) who are the focus of the Learning Forward Academy project described below. The consultants work with an assessment, teaching, and learning organization, an external partner in Learning Forward parlance, and facilitate learning about the administration, interpretation, and application of an assessment with educators across the world. This writer, a member of Learning Forward Academy Class of 2024, also works with the organization as a senior professional learning consultant and as a part of her responsibilities, supports the development and learning needs of fellow consultants.

Data analysis suggested that our department's CSAT score could be even greater. CSAT is a score we use to gauge our partners' satisfaction with our professional learning services and to identify areas for improvement. Increasing our partners' satisfaction became this writer's problem of practice and led to the development of a research-informed, supportive, and accountable program of preparation (hereinafter referred to as staff professional learning, or SPL) for professional learning consultants to build or deepen their content knowledge and develop or refine their facilitation. The SPL program was informed by the scholarship of Joyce and Showers, Darling-Hammond, and Desimone about what is necessary for effective educator professional learning, and the program was designed with three components focusing on content knowledge, skill building, and ongoing support.

The SPL program endeavored to achieve the following outcomes.

- By October 2024, consultants will report on a survey, with an average rating of 4, that staff professional learning supported them to develop the knowledge and skills to effectively facilitate learning with partners.
- By October 2024, consultants will demonstrate accurate understanding and

application of content by providing factually correct information, including explaining key terms, metrics, and reports accurately, during professional learning events as measured through observations.

- By October 2024, each consultant will achieve a customer satisfaction (CSAT) score of at least 93% as measured by a survey.

To measure the impact of the staff professional learning program, an evaluation framework informed by the scholarship of Guskey was developed and included the following questions:

1. Did staff professional learning support consultants to develop the knowledge and skills to effectively facilitate learning with partners?
2. Did consultants effectively facilitate partners' learning?
3. Did consultants encourage active engagement in learning?
4. Can partners use what they learned from professional learning in their practice?
5. Did staff professional learning improve consultants' content knowledge?
6. To what degree do consultants demonstrate accurate understanding and application of content by providing factually correct information, including explaining key terms, metrics, and reports accurately?

Information that was to be collected to answer the evaluation questions included consultants' reaction to staff professional learning via surveys; partners' reactions to professional learning events via surveys; and consultants' content knowledge via pre- and post-assessments and observations.

This project has experienced a number of transitions since its inception. For example, the team on which this writer served when the project was conceived was disbanded, resulting in a different role for the writer; and there have been subsequent reorganizations of teams since then. These changes have impacted the SPL program in general and this project specifically. For example, department leaders reduced the amount of time for SPL, resulting in more of an emphasis on content knowledge rather than a balance between the three originally planned focus areas of content knowledge, skill building, and ongoing support. Still, some evaluation questions were answered, and even more important, there were lessons learned to inform the SPL program moving forward.

Evaluation questions 2 – 4 were partially answered. Feedback was collected from partners after each professional learning event. At present consultants collectively have a CSAT score of 93%.

Evaluation question 5 was answered by comparing pre- and post- SPL assessments. The average percentage of increase was 102%, with the median being 86%.

With respect to evaluation question 1, while reaction to SPL was captured at the conclusion of formal courses and asked consultants if the design of SPL and the instructor supported their learning, there was to be a separate, one-question survey asking if SPL supported consultants to be able to effectively facilitate learning with partners. One cannot answer this question without actually applying their new learning with partners; therefore, the survey was planned to be administered a few months after the conclusion of SPL as consultants began to apply their new learning. Given the transitions as mentioned above, the survey has not yet been administered; therefore, this evaluation question is still in progress.

Finally, prior to the first of the transitions as mentioned above, a committee, of which this writer was a member, was in the process of developing an observation tool that would have answered evaluation question 6. When the team that sponsored the development of the tool was disbanded, the work ceased and did not resume until several months later. When the work resumed, this writer was no longer a member of the committee. Therefore, the tool has not yet been finalized, and as a result, evaluation question 6 is still in progress.

While this writer did not have the opportunity to formally answer evaluation question 6, she did informally observe some sessions where consultants facilitated learning with partners. As a follow up, this writer conducted learning-focused feedback conversations with the consultants who were visited. This writer's observations lent support for why this project was originally designed with a focus on three areas and not just the content knowledge that became the emphasis due to the demands of department leaders.

Content knowledge, even mastery of it, does not translate to competency. Competency is developed through opportunities to transfer content knowledge to actual facilitation experiences with partners; hence the focus on skill-building which was to provide opportunities to observe, moderate, and co-facilitate professional learning events prior to solo facilitation. Further, competency is also built through sustaining activities which

promote continuous improvement. This was the third original area of focus: ongoing support.

Ongoing support has been provided with a light touch. This writer publishes a newsletter every month and moderates an internal communication forum where consultants can ask questions. If there is a trend in the questions, this writer creates an explainer video and prepares guided notes that consultants can use as they view the video. Consultants' reaction to this support has been overwhelmingly positive. More formal opportunities, however, like coaching and feedback, which was the original plan, are also needed to bolster consultants' journey to competency.

Given what has been experienced during the transitions, this writer, in addition to others who lead SPL in other areas, recently met with department leaders. While the SPL leads did not consult with each other prior to the meeting, common themes were noted in our presentations to leadership. For example, we all shared that more time for learning is needed. Two weeks of SPL, which can lead to an emphasis on content knowledge and not as much on the other areas that also lead to competency, is not enough.

While this writer's formal experience with the Learning Forward Academy is concluding, this project is not sunsetting. In addition to increasing partners' satisfaction, this project was also intended to become a model for how SPL can be conducted. The original intentions have not been achieved; therefore, the project lives on. This writer will continue to advocate with department leaders for a robust staff professional learning program that leads to competency.

Data Story

Aly Hill, Linsey Hawkins, Tiffany Tommasini

Florida Virtual School (FLVS)

In Summer 2022, our organization faced a significant challenge: the lack of content-specific professional development. We tackled this by conducting a needs assessment survey, and subsequently, our Training Specialists collaborated with Instructional Leaders to craft high-quality, data-driven professional development sessions.

Our primary goal, set for June 2024, was to increase the number of content-specific PD sessions from four to at least six annually. Training Specialists and the Professional Learning Managers spearheaded this initiative by developing and delivering Analytical Approaches and Rigor for Students, empowering teachers to enhance their data analysis and live lesson questioning.

To further this, we aimed to collaborate with instructional leaders, content experts, and AP Science teachers to elevate the End of Course (EOC) Biology Spring 2024 Flex pass rate by 1%. Additionally, we aimed to establish a targeted PD framework to enhance instructor practice and content knowledge, aiming for notable student learning gains by Fall 2024. Addressing declining student scores on state EOC exams was also critical, tackled through robust professional learning support in subject-specific groups.

Overall, our efforts sought to mitigate the absence of instructional content-specific coaches and improve professional development, ultimately enhancing the educational experience for students and teachers alike.

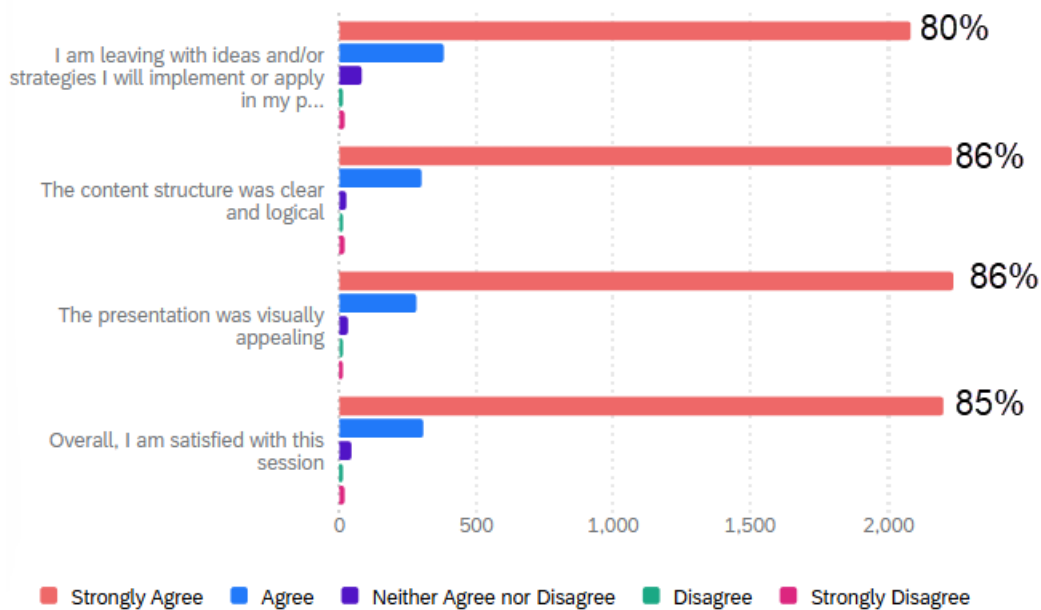
Throughout our journey, we employed diverse evaluation methods to enhance our professional development program. We began with a needs assessment survey, where 34% of teachers surprisingly requested content-specific professional development, challenging our assumption that innovation and technology training were the primary interests.

To reinforce and engage learning, we conducted a Month 2 content-specific professional development follow-up. An example question from this follow-up was: "Reflect on your live lessons and Discussion Based Assessment practices. Are you utilizing the strategies covered in the professional development session referenced above, when relevant?" 95% of participants reported using strategies covered in the content-specific professional development, reinforcing the practical application of new strategies.

A post-professional development satisfaction survey provided insights into session effectiveness. Generally, participants are satisfied (85%) and are leaving with relevant strategies that they can use in their position (80%). Participants are asked to reflect on the session with the following questions:

- I am leaving with ideas and/or strategies I will implement or apply in my position
- The content structure was clear and logical
- The presentation was visually appealing
- Overall, I am satisfied with this session

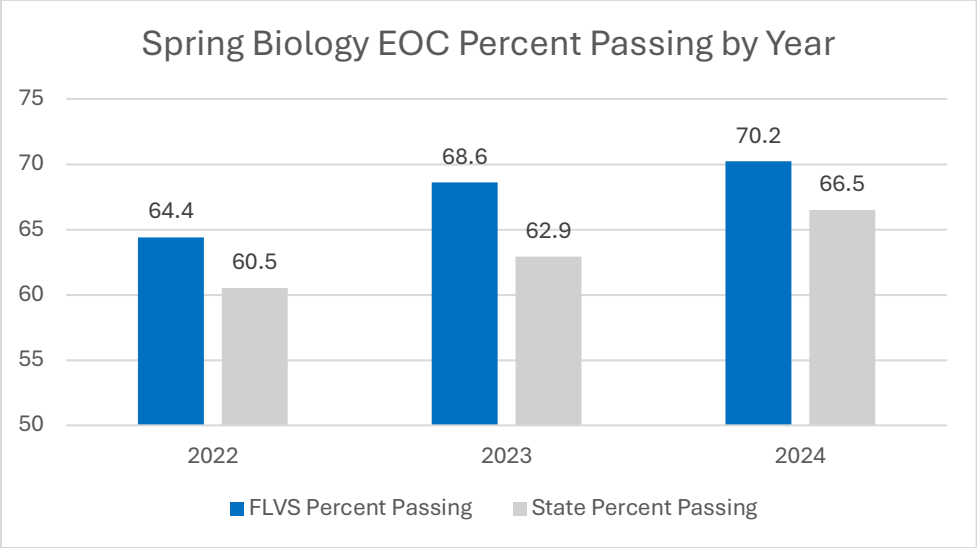
Reflect on the session attended: 2,599 ⓘ



We also elicited additional open-ended feedback which included the following three questions:

1. How might the Professional Learning team improve this session?
 - Example feedback received:
 - “I felt that a lot of time was wasted in the beginning on travel scenarios. We could have learned the use with science from the start. We barely got into our breakout rooms to practice and the session was over.”
 - “I would have like to have seen many different ways to use it in the classroom that would apply to all teachers.”
2. What did you like most about this training session?
 - Example feedback received:
 - “Immediate applicable tools I can use”
 - “Getting to see how to actually use the technology in a classroom”
 - “Specific examples”
3. What topic(s) would you like to see presented in future sessions?
 - Example feedback received:
 - “Technology”
 - “How to use AI in a DBA”
 - “French subject area practice”

In addition to participant surveys, we utilized student data both before and after professional development sessions to assess their impact. Our efforts paid off: we exceeded our goals, increasing the Biology EOC pass rate by 4.2% in 2023 and delivering 28 content-specific professional development sessions in 2024 (see chart below).



Key areas for improvement include continued training in data literacy for instructors and instructional leaders, crucial for identifying student struggles and addressing them in training. We aim to expand our program to include all content areas, including electives. By continuously monitoring student data and PD satisfaction surveys, we ensure our professional development remains relevant and effective.

In conclusion, our organization’s strategic approach to addressing the lack of content-specific professional development has yielded significant results. Through comprehensive needs assessment, collaborative efforts, and targeted professional development, we successfully increased the number of content-specific PD sessions and improved student outcomes. Our data-driven strategies and continuous evaluation allowed us to exceed our goals, leading to higher pass rates and a greater number of PD sessions. Moving forward, we remain committed to enhancing data literacy among instructors and expanding content-specific PD across all areas, ensuring our professional development remains impactful and relevant.

Class of 2024 Final Product

Dr. Dorina Varsamis

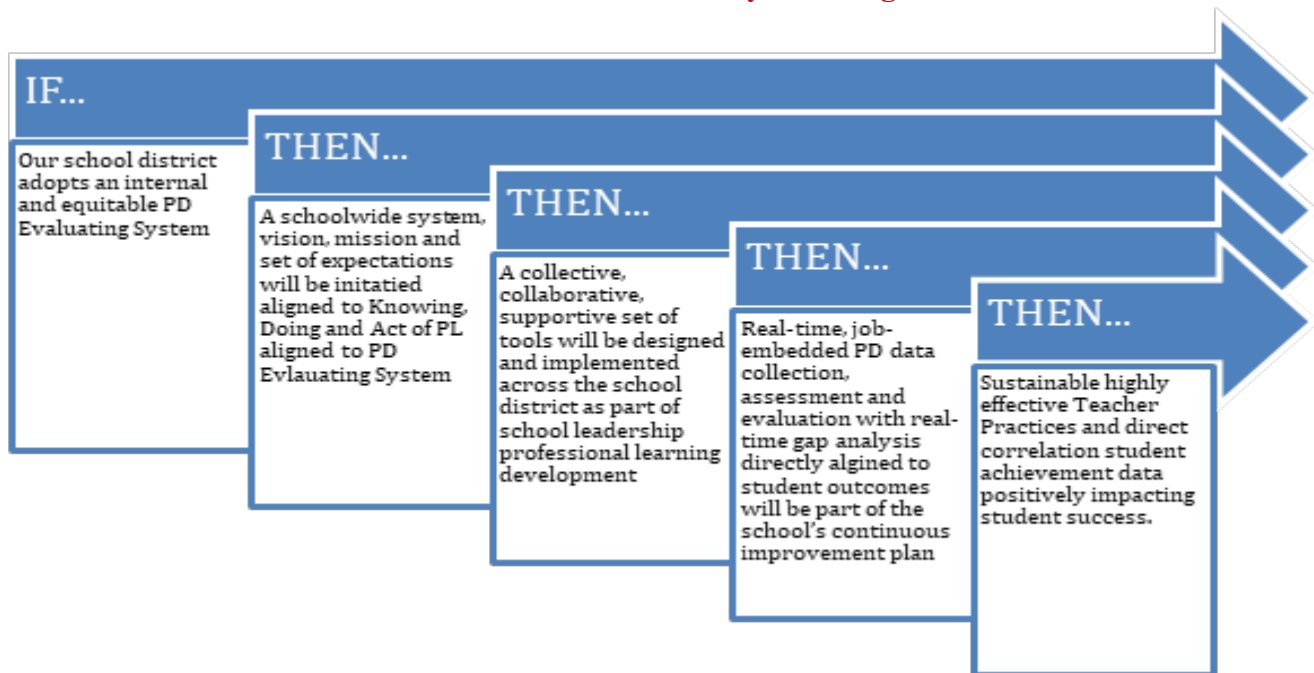
Step 1: Tell your data story

What problem were you trying to solve?

Through ongoing action research, we will be able to assess an equitable system framework of professional learning for evaluating professional learning aligned to teacher growth and student achievement for Broward County Public Schools, by June 2024.

How did you try to solve the problem (describe your program)?

First: Identified the IF-THEN Theory of Change



Second: Identified the Pilot Program Stakeholders

Who?	Why do they need to be engaged at this level?
Charter School Principals	First point of contact and depending on the size of the school they may be the R, S, or I
Private School Principals	First point of contact and depending on the size of the school they may be the R, S, or I
Title II-A/TPLG Department Team	Title II-A team is leading the initiative from identifying the needs, communicating with principals developing and facilitating the course and evaluating its impact on leadership, teacher and student growth and achievement.

School Leadership Team/Coaches	Leading the school initiative from beginning to end.
Math/Reading Teachers in the Coaching Case Study Course	Inform them of their participation in the case study.
Math/Reading Students in the Student Work Analysis Case Study Course	Inform them of their participation in the case study.
Leadership Department/Director	TPLG works with Leadership to submit the course for approval.
Teacher Professional Learning Department/Director	Director of TPLG reviews and approves the course proposal based on the Needs Assessment and impact on Teacher growth and student achievement utilizing federal funds.
Professional Development Standards and Support Department	Department reviews the course proposal to approve or deny based on the alignment to the Florida Learning Standards, Assessment and Evaluation requirements.

Three: Identified the Program Training Objectives

- Invitation disseminated to 88 Charter Schools and 50 Private School Leaders eligible to participate in Title II-A federal funds.
- Submission and district approval of two 3-hour courses with 1 hour follow-up work offering 8 Master In-Service Points for recertification credits.
- **Session I:** Encouraging school leaders to think about their role and impact on monitoring the implementation and practice of Professional Learning in the classroom as a critical component of teacher performance growth and student learning/achievement.
- **Session II:** To explore the question “Does Professional Learning Make a Difference” and if so, “How do we know”? Evaluating Professional Learning/Development on Teacher Growth and Student Achievement.
- **Total 4 Teachers for the Coaching/Case Study:** 2 Math Teachers and 2 Reading Teachers (Content Social Studies and Science).
- **Total 8 Students for Coaching/Case Study:** Each teacher selects 2 students (math and reading) for their student work assessment case study.

Four: Identified the Learning Forward Constructs the Innovation Configuration Map

Categories and Standards:				
	<ul style="list-style-type: none"> • Transformational Processes: Evidence and Implementation • Conditions for Success: Culture of Collaborative Inquiry and Leadership 			
Constructs	System-Level	Principal-Level	Educator-Level	External Partner-Level
Evidence: 3	Director & Program Oversight	Identified School Leadership Team	Teachers and Students	Learning Forward Academy and Title IIA
Implementation: 3	Director & Program Oversight	Identified School Leadership Team	Teachers and Students	Learning Forward Academy and Title IIA
Culture: 3	Director & Program Oversight	Identified School Leadership Team	Teachers and Students	Learning Forward Academy and Title IIA

Leadership: 3	Director & Program Oversight	Identified School Leadership Team	Teachers and Students	Learning Forward Academy and Title IIA
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What were the goals and intended outcomes of your program?

- By June 2024 100% of participants would have completed the 8 hours of training and submitted their end of course survey and earned in-service master planning points.
- By June 2024 100% of the teachers and students in the pilot program would have demonstrated an increase in teacher professional growth on the performance indicator rubric by a minimum of one level and an increase in reading and math end-of-year testing each by 5% as a direct correlation between professional learning support, ongoing engagement in data collection, analysis, and evaluation to help mitigate areas of need with teachers and students in the pilot program.
- By June 2024 100% of the teachers and students in the Case Study Course program would have demonstrated an increase in teacher professional growth on the performance indicator rubric by a minimum of one level and an increase in reading and math end-of-year testing each by 5% as a direct correlation between professional learning support, ongoing engagement in data collection, analysis, and evaluation to help mitigate areas of need with teachers and students in the course case study.

What were your evaluation questions?

- What are the required learning activities, knowledge and skills for participants to master?
- What types of behavior changes were identified for both teacher and student?
- What types of behavior changes were captured in both teacher and student case studies?
- Were you able to capture and measure improvement in teacher instructional practice and delivery skills?
- Were you able to capture and measure increase in student achievement aligned to professional learning teacher practices?

What information did you collect to answer these questions?

A Mix of Qualitative and Quantitative Survey data was collected, for example:

- Observational
- Performance Indicators
- Case Studies
- Survey/Questionnaire
- Participant Artifacts
- Pre-Post Assessments
- Informal Interviews
- Student Work Analysis
- Exit Surveys

Samples of Varied Information Data Collected

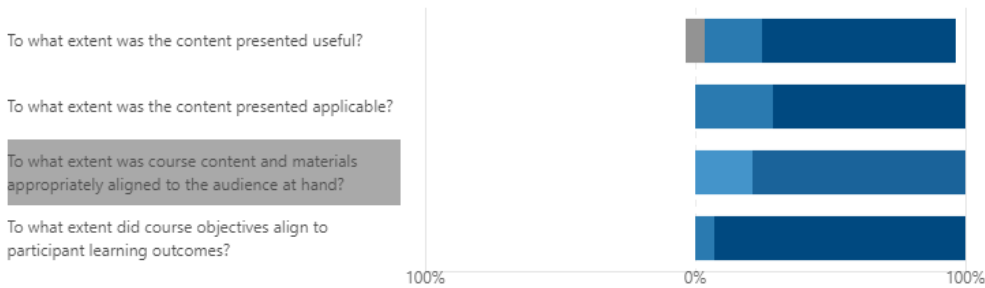
3. What is your school role?

● Principal	2
● Assistant Principal	6
● Coach	2
● Teacher	0
● Other	4



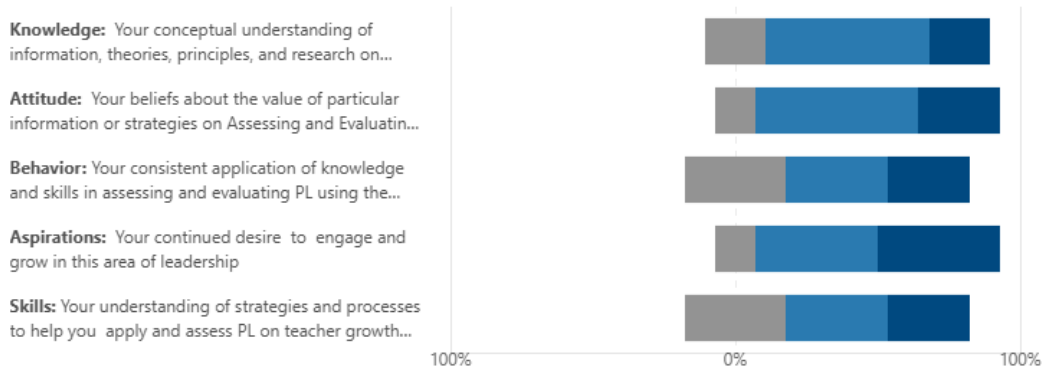
4. Please indicate to what extent where the following skills effective

■ Not at All
 ■ Fairly Effective
 ■ Somewhat Effective
 ■ Moderately Effective
 ■ Extremely Effective



6. On a Scale Rate from 1 = Zero growth (the needle did not move in that category) to 5 = Exceptional Growth (having an aha moment) for having attended Foundational last year to and Session 1 and your knowledge around Assessing and Evaluating Professional Learning on Teacher Growth and Student Achievement

■ 1
 ■ 2
 ■ 3
 ■ 4
 ■ 5



8. Rate your Level of Confidence from 1 to 5, in which **1 is Zero Confidence** to **5 is Master Teacher Confidence** in your ability to repeat this same process in 2024-2025 and/or your ability to teach it to another school leader.

14
Responses

★★★★☆
4.29 Average Rating

FOUNDATION COURSE
Learning Forward Standards for Professional Learning Self-Assessment Rating Page 1 of 2

Categories (3)	Standards (11)	Core Constructs	Pre-Assessment Core Constructs Self Rating in the Fall Scale 1-5 (1=Never to 5=Established Practice)	Post-Assessment Core Constructs Self Rating in Spring Scale 1-5 (1=Never to 5=Established Practice)																
Rigorous Content For Each Learner	Equity Practices																			
	Curriculum, Assessment, Instruction																			
	Professional Expertise																			
Transformational Processes	Equity Drivers																			
	Evidence: PL results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	1. Educators create expectations and build capacity for use of evidence. 2. Educators leverage evidence, data, and research from multiple sources to plan educator learning. 3. Educators measure and report the impact of professional learning.	<table border="1"> <tr><th>Core Construct</th><th>Scale Number</th></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> </table>	Core Construct	Scale Number	1		2		3		<table border="1"> <tr><th>Core Construct</th><th>Scale Number</th></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> </table>	Core Construct	Scale Number	1		2		3	
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Implementation: PL results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	1. Educators understand and apply research on change management. 2. Educators engage in feedback processes. 3. Educators implement and sustain professional learning.	<table border="1"> <tr><th>Core Construct</th><th>Scale Number</th></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> </table>	Core Construct	Scale Number	1		2		3		<table border="1"> <tr><th>Core Construct</th><th>Scale Number</th></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> </table>	Core Construct	Scale Number	1		2		3		
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What did you learn from your data?

Sample Participant Work Analysis, Feedback and Findings

KASAB ITI Action Plan Professional Learning Analysis and Evaluation
Database Base Info and Pre-Assessment Completion and Submission is due Nov. 7, 2022

Domain Change Aligned to a Specific PL Objective and Outcome	Definition	What will Teacher & Students Look Like & Behave From 1-5 (1=Not Evident to 5=Many)	Identify Assessments to collect, review, analyze and evaluate (i.e. surveys, formative observations, support, coaching, student work analysis)	Student Case Study #1: Pre-Post Reading and Math Skills: Emerging (E) Developing (D) Proficient (P) Accomplished (A) Mastering (M)	Student Case Study #2: Pre-Post Reading and Math Skills: Emerging (E) Developing (D) Proficient (P) Accomplished (A) Mastering (M)	Total Number of hours supporting Teachers aligned to PL and what support was provided? (i.e., PLC, mentoring, coaching, data chat, modeling, video coaching, project conferencing, etc.)
Knowledge	Conceptual understanding of information, theories, principles, and research	Pre: 3 Post: 5	Choiceboards; guided questions	Pre-R: M Post-R: M	Pre-R: A-E Post-R: A-E	4 hrs
		Pre-M: M Post-M: M		Pre-M: M Post-M: M		
Attitude	Beliefs about the value of particular information or strategies	Pre: 3 Post: 4	Blooket; Kahoots; activities created by students	Pre-R: A Post-R: M	Pre-R: M Post-R: M	120 mins
		Pre-M: A Post-M: P		Pre-M: M Post-M: M		
Skills	Strategies and processes to apply	Pre: 4 Post: 5	First, middle, final draft of essays	Pre-R: M Post-R: M	Pre-R: M Post-R: M	40 hrs
		Pre-M: P Post-M: P		Pre-M: M Post-M: M		
Aspirations	Desires, or internal motivation, to engage in a particular practice	Pre: 3 Post: 4	Future letter to the student	Pre-R: A Post-R: M	Pre-R: M Post-R: M	2 hrs
		Pre-M: A Post-M: P		Pre-M: M Post-M: M		
Behaviors	Consistent application of knowledge and skills	Pre: 4 Post: 5	Choice boards; guided questions; unit test - mastery grade	Pre-R: M Post-R: M	Pre-R: M Post-R: M	
		Pre-M: M Post-M: P		Pre-M: M Post-M: M		

Cooperating Teacher Information:
 Teacher # 1 Teacher Initials: JB Years of Teaching Experience: 5
 Grade Level: B and/or Subject Level: ELA School Name: Coral Springs Charter Area(s) of Certification: Social Studies 6-12
 End-of-Year Evaluation Score 2021-2022: Instructional Practice Score: 3.4 Student Performance Score: 4.0 M o C
 End-of-Year Evaluation Score 2022-2023: Instructional Practice Score: _____ Student Performance Score: _____
 Student Case Study 1 Initials: MC Student Case Study 2 Initials: AE

• 2021-2022 FSA
355 - 4 level
FAST PM1:
345 - 3 level
CACT DM?

• 2021-2022 FSA
397 - 5 level
FAST PM1:
375 - 5 level

8. Please take a moment and provide specific feedback of what went well in this professional learning experience.

36 Responses

ID ↑	Name	Responses
1	anonymous	It was informative.
2	anonymous	It was engaging and helpful.
3	anonymous	The KASAB was useful.
4	anonymous	The information was chunked. Very digestible.
5	anonymous	I appreciated learning about KASAB it made me truly think about what we do on my campus.
6	anonymous	The breakdown of KASAB was enlightening. I believe this content base will provide a great way to connect with teachers.
7	anonymous	Relevant content and clear instructions
8	anonymous	Learning about the KAASB Method was a positive experience. I believe it is a tool that will be beneficial and can be utilized on our campus.
9	anonymous	Everything went well
10	anonymous	The presentation was clear
11	anonymous	KASAB It has peaked my curiosity. I will be reading Grit i the very near future.
12	anonymous	I enjoyed being in person for a meeting. Also, I really benefitted from the information that was provided. It answered many of the questions that I was having.

SAMPLE Student Work Analysis Document

STEP 3. SORT STUDENT WORK INTO THREE CATEGORIES--THOSE THAT MEET EXPECTATIONS, THOSE THAT DO NOT, AND THOSE THAT EXCEED THEM. THEN ANALYZE EACH PILE AND COMPILER YOUR RESULTS BELOW:

Knowledge/Skills/Application	Meets Expectations	Does Not Meet Expectations	Exceeds Expectations
Content Knowledge	word representing homophones words representing Dreams cited evidence	N/A	Civil War, Abraham Lincoln, emancipation proclamation Children, point of view, characters.
Skills	Grammar cited evidence, words/vocabulary describing character	N/A	Grammar, Main Idea, Academic Vocabulary, point of view
Ability to Transfer and APPLY knowledge and skills to make connections	Standards spiral over the units. My favorite Chapterone - Maya	N/A	Standards spiral over the units - capstone project - Unit 4 - Move toward freedom
Are there any surprises? Describe them.	There was no surprises student showed mastery in standards.	N/A	NO surprises. Student is on top of her work at all times

2/2, 2/2, 3/3, 4/4, 3/3.

Student does not miss any work

Always goes above and beyond.

Standards spiral into each unit. Context lives in something that I worked on every unit, along with main idea skills. I will keep monitoring for drops in expectations and to know as necessary

Created by Dr. Dorina P. Varsamis Teacher Professional Learning and Growth Department Broward County Public Schools rev 10/2022

SAMPLE Student Work Analysis Document

STEP 4: CHOOSE 3 CASE STUDIES TO ANALYZE IN-DEPTH (HIGH, MID, AND LOW-LEVEL PERFORMANCE)

HIGH PERFORMANCE

NWEA \$ WINTER 2023: 250

Discuss why you think this student is struggling or doing well.	The NWEA winter 2023 was the highest performance for the student because the student was able
What does this student need to learn next?	The student need to learn to apply research within these standards.
What next steps will you take to help the student progress (use these steps for all students at this performance level)?	Students will receive more choice boards, as well as small groups instruction
What was the result? Did you see improvement?	In her spring 2023 results, the student went down to 24.7 because of poem and needing extra help with figurative language standards, as well as vocabulary

to apply standards during choice boards and projects.

Standards:
 Prose and Poetry: 246
 Vocabulary: 240
 Reading Across Grades: 249

Created by Dr. Dorina P. Varsamis Teacher Professional Learning and Growth Department Broward County Public Schools rev 10/2022

Reading informational Text: 265

SAMPLE Student Work Analysis Document

NARRATIVE

Notices/Wonderings	Next Steps/Action Plan
<ul style="list-style-type: none"> Student needs constant reminder of standards. Student succeeds with choice board projects Student likes to apply standards through making in form of art. 	<p>Action plan</p> <p>Student needs to apply more of her research skills in an art based project in ELA.</p>

Did you meet your goals and intended outcomes?

The first two of the three SMART Goals were met.

Did you answer your evaluation questions?

Yes

Were there any surprising findings?

The need for a simplified and functional change agent tool was a surprise as was the high level of interest in the training programs which led to three distinct layered tracks of learning.

What are some key strengths to highlight?

The fact that I had returning participants participating in year three and willing to become Master Change Agents Ambassadors, leveraging their knowledge and skills and building capacity.

What are some areas for improvement?

- Time and scheduling of training sessions
- Centralizing location of trainings
- Offering the trainings via Teams as a second option
- Formalizing the documents

What new questions emerged?

- If it is possible to conduct an experimental study between a control group and a treatment group?
- Am I able to measure Return on Investment?

What actions are you taking as a result of your data?

The data and the completion of three participant learning tracks over the course of three years is clear evidence that the training programs in evaluating impact of professional learning on teacher growth and student achievement with the deliberate school level leadership support improves teacher growth and student achievement. It is with this evidence I will continue to build interest, increase participant capacity, leverage third year participants to become trained ambassadors to then spread the knowledge and skills until it becomes a sustainable practice at every school in the school district.

What change management tool had the biggest impact on your learning?

The KASAB IT! Action Plan was by far their “aha” too

Learning Forward - Data Story

Collin Voigt - Niles Township High School District 219

Dilemma and Problem of Practice

As Division Chair for Math and Science at Lyons Township High School (LTHS), I was in charge of curriculum, instruction, and evaluation for almost 70 teachers that serve 4000 students. As the primary evaluator for these teachers, I used the Danielson Model to provide feedback through Formal and Informal Observations, as well through Professional Learning Community (PLC) facilitation.

As I observed classrooms, it became apparent that there was a disconnect with what teachers perceived as high levels of engagement. This was demonstrated through the evidence collected through observation, particularly around Danielson 3c - Engaging Students in Learning. Proficient or Needs Improvement ratings were extremely common in this component. However, teachers *felt* that their classrooms were engaging. In addition, conversations with students and caregivers often provided additional evidence that students felt that they were not being actively engaged in the classroom.

The majority of classrooms at the time (2021) were teacher-centered classrooms with a lack of instructional response, limited instructional strategies being utilized, and the needs of all students were not being met. Consideration of how this dilemma could be shifted into the ideal led to the identification of the problem of practice (POP).

To create student-centered classrooms with responsive instructional strategies for math and science teachers at LTHS.

This will be accomplished through the promotion of specific instructional strategies and shifts in teacher mindset in order to help students discover and explain their content. This will result in increased teacher ratings in the area of student engagement, reduced failure rates, and increased student perception of engagement by SY 2024-25.

Root Cause Analysis, Data Gathering, and Goal Setting

The root cause analysis process was used to determine “Why do teachers teach this way?”. Many teachers in the division had attended LTHS as a student, and had not worked outside of the district. The students at LTHS have high levels of academic success, so teachers often felt like their approaches were working. Teachers reported that they felt that professional learning had not been applicable to their content (or at least they did not see the connection). In addition, many teachers felt that breadth, rather than depth, was what helped prepare students for post high school success. Often, teachers were considering compliance to equal engagement.

Completing the root cause helped uncover: issues of their knowledge of instructional practices, their attitudes and perceptions of how things were working in their classrooms, a lack of the skills needed to promote a student-centered classroom, and their values or aspirations around what was most valuable in their classroom. This aligns with Killion’s KASAB format and helped to identify what the true needs of teachers are.

In order to collect evidence around the POP, both qualitative and quantitative metrics were considered. This not only provided baseline evidence for measuring future success, but also will help provide evidence of the actual problem itself.

Data Point	Reflection
Qualitative data from divisional evaluations: in particular the component of 3c: Engagement	The cumulative data from the division indicates lower ratings in these areas, that are directly related to the intended problem of practice.
Achievement data, particularly MAP, SAT, and Illinois Science Assessment	While overall student achievement was high, not all student population groups were equally successful.
Measurements of student engagement through Panorama	Teachers and students had disparate perceptions of engagement levels within the classroom

This data helped create four initial goals to address the problem of practice.

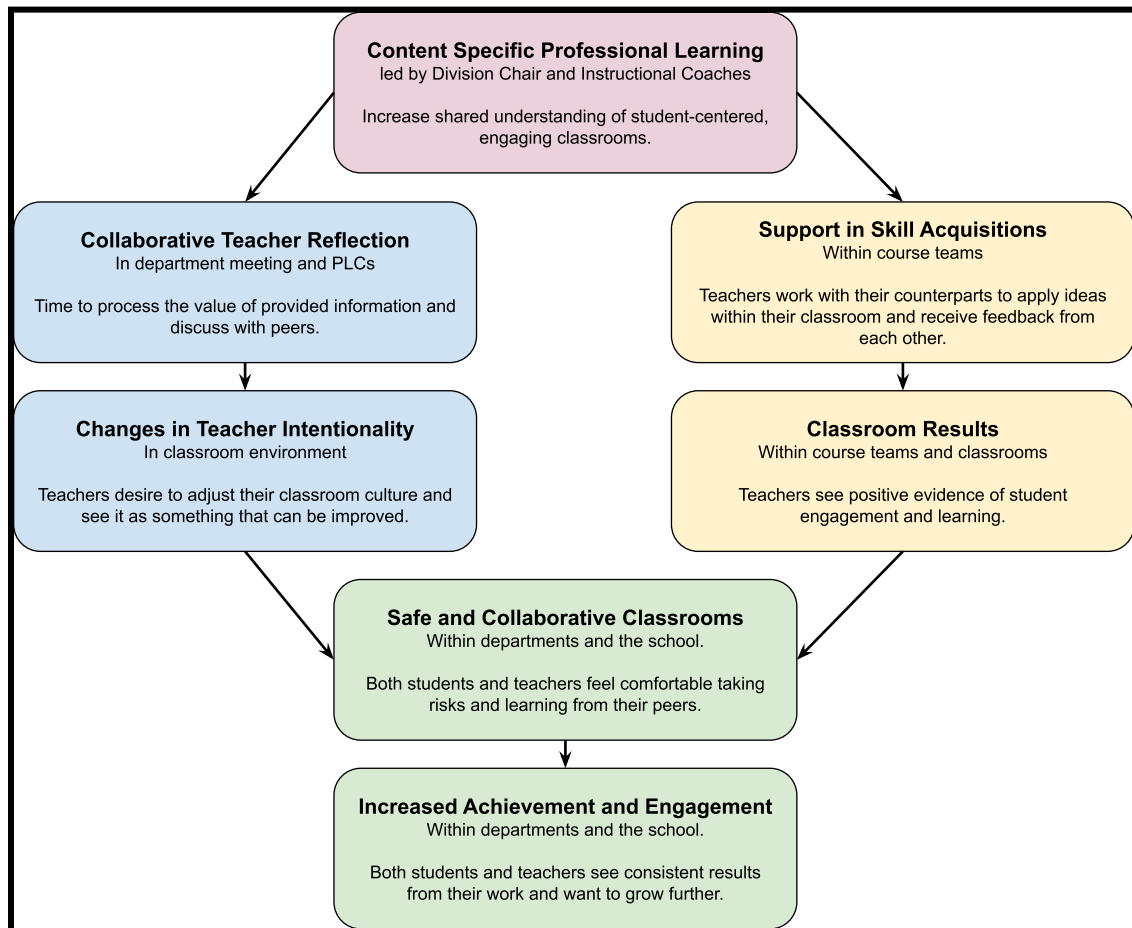
- To increase the percentage of positive student responses of class engagement for all population groups by 15 percentage points by SY 2024-25.
- To increase the percentage of positive teacher responses of perceptions of professional learning by 15 percentage points by SY 2024-25.
- To increase the number of students recognized by the state of Illinois as proficient in math (based on SAT scores) in all population groups by SY 2024-25.
- To double the number of teachers who receive positive observations in component 3c: Engagement on the Danielson Rubric by SY 2024-25.

Developing a Theory of Change

In order to create solutions that were in my locus of control helped identify a primary strategy of utilizing content specific professional learning. This would help provide teachers with the knowledge and skills they would need, but also to shift their attitudes around engagement and student centered classrooms. This involved several inputs that helped to launch the action plan.

This included:

- Utilizing a departmental book study using Jo Boaler’s Mathematical Mindsets and share with their peers about implementation and attitudes
- Bringing in external professional learning providers to help teachers learn about the SAT and proficiency
- Utilizing the existing curriculum review process with PLCs to identify essential content standards that would allow for the trimming of content
- Leading data dives around historical achievement and recognizing achievement gaps
- Providing professional development around student centered engagement practices, particularly the NGSS Science and Engineering Practices and Liljedahl’s Building Thinking Classrooms to develop skill based rubrics
- Examining student perceptions of engagement using Panorama Surveys to consider the need for instructional shifts

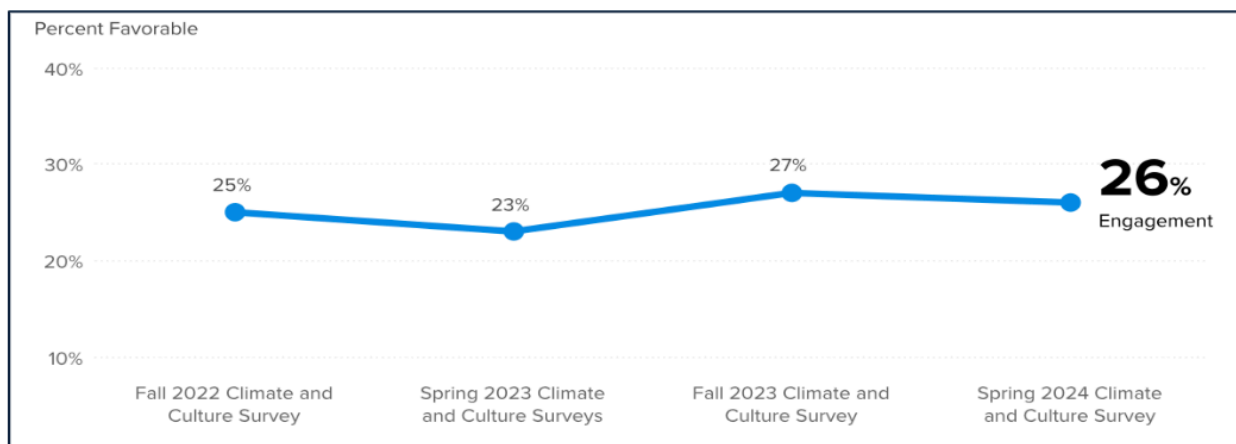


Evaluating Impact

This work was launched in the Fall of 2022, utilizing resources of the LTHS Curriculum Director, Principal, Division Leadership (including myself), Instructional Coaches, and PLC team leaders. In the summer of 2023, I accepted a position in another district, and have not been able to fully monitor implementation, nor to have access to all data sources. Below I will revisit the original goals, as well as the available data and a brief analysis.

- To increase the percentage of positive student responses of class engagement for all population groups by 15 percentage points by SY 2024-25.

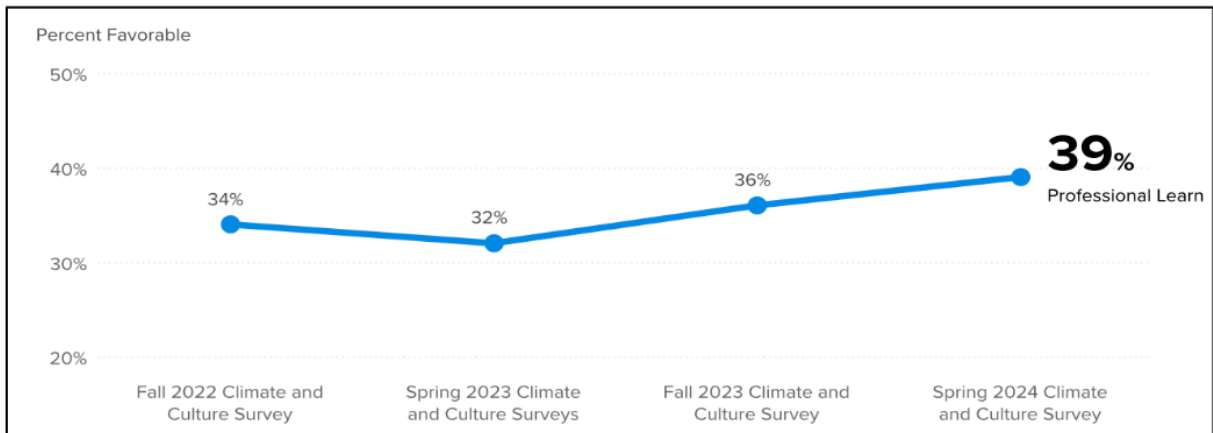
This data was collected through self-reported student responses using the Panorama Survey.



Student perceptions of engagement did not seem to change significantly over a two-year timespan. It would have been interesting to consider more use of student focus groups, particularly with a variety of populations, in order to better understand how students view engagement and the necessary classroom shifts. It is important to note however, that this data is representative of the entire LTHS district, rather than solely the Math/Science Division. It is possible that student perceptions around those classes would show differences.

- To increase the percentage of positive teacher responses of perceptions of professional learning by 15 percentage points by SY 2024-25.

This data was collected through self-reported teacher responses using the Panorama Survey.



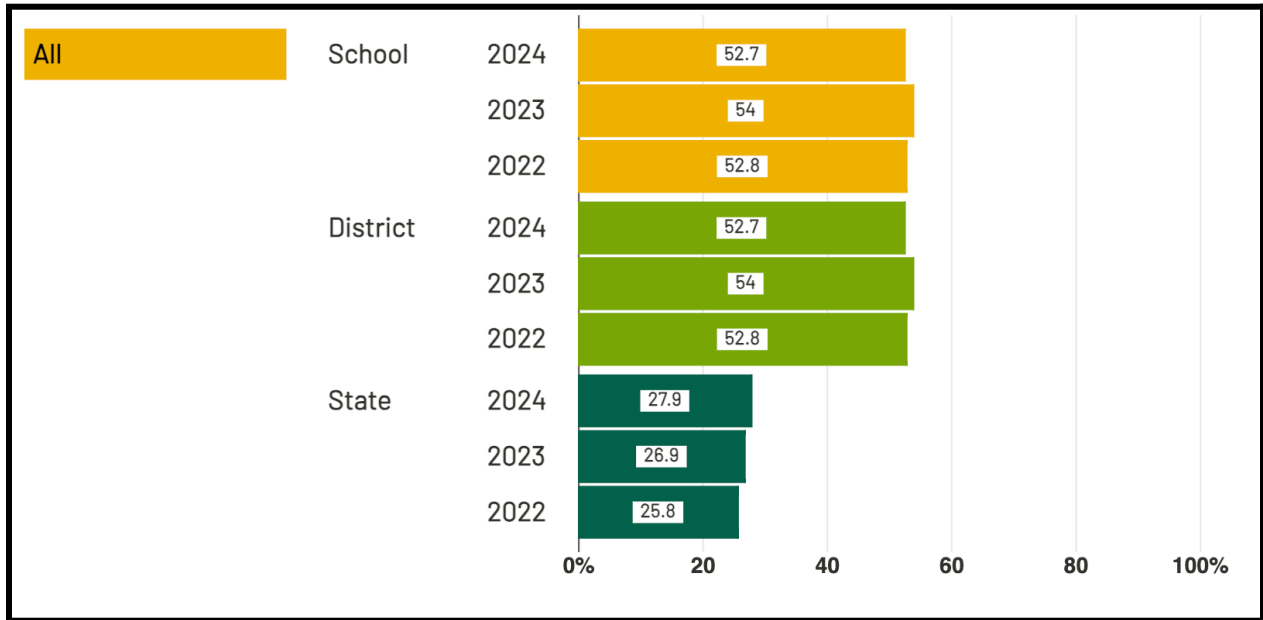
This data does seem to show a positive trend in how teachers view their own professional learning. However, it is important to note that again, this is data from the entire LTHS district, rather than solely Math/Science teachers. If I were still in the district, I would have been interested in obtaining additional qualitative data using informal teacher interviews.

- To double the number of teachers who receive positive observations in component 3c: Engagement on the Danielson Rubric by SY 2024-25.

This data was unable to be collected, due to leaving the district and no longer having access to evaluation or feedback of teachers within the division.

- To increase the number of students recognized by the state of Illinois as proficient in math (based on SAT scores) in all population groups by SY 2024-25.

This data was pulled from the Illinois School Report Card, and shows student proficiency levels for the past three years in Mathematics.



Math proficiency as measured by the SAT seems to have remained relatively consistent. The data shown above was also examined for demographic population groups, including racial, socio-economic status, English Learners, and Special Education. These population groups also showed similar data with a neutral trend. Were I still in the district, I would consider examining data correlating course grades and SAT performance. This might help provide additional context around the curriculum itself, as well as the supports available within the classroom.

Class of 2024 Final Product

Step 1: Tell your data story

- What problem were you trying to solve? The problem I was trying to solve with my project was to find a way to go beyond attending PL and participants only self-reporting if and how the PL was implemented.
- How did you try to solve the problem (describe your program) In order to solve the problem, I instituted an implementation opt-in support option. In that initiative teachers who attend PL can opt-in to receive support on how to implement the PL content in their classroom. The support is provided by an instructional coach who conducts a full coaching cycle to support the teacher with implementation. Starting the 2024-2025 school year we added measurable aspects of the implementation.
- What were the goals and intended outcomes of your program/ The goal is for teachers who get implementation support to successfully implement the PL content and for student learning outcomes to improve as a result of implementation.
- What were your evaluation questions What are the required learning activities and skills for participants to master? What types of behavior changes in were identified? What types of behavior changes were captured in both teacher and student case studies?
- What information did you collect to answer these questions? Mix of qualitative and quantitative surveys, observations, pre/post questionnaires, performance indicators, case studies
- What information did you collect to answer these questions? Mix of qualitative and quantitative surveys, observations, pre/post questionnaires, performance indicators, case studies
- What did you learn from your data? I learned that we were able to implement a PL framework that met the needs of the district and

educators. The framework can be replicated to other departments in the district. We need to ensure the student data collected is directly correlated to the implementation of the PL content in the classroom, instead of being based on student assessment data.

- Did you meet your goals and intended outcomes? Yes
- Did you answer your evaluation questions? No, I was not able to conduct case studies with teachers or students, and in hindsight case studies were not needed.
- Were there any surprising findings? Teachers really appreciated and participated in PL more after they knew they would be supported through implementation.
- What are some key strengths to highlight? The framework for PL and the implementation support my team provided added to teacher satisfactions and fidelity with implementing PL content.
- What are some areas for improvement? We need to ensure the student data collected is directly correlated to the implementation of the PL content in the classroom, instead of being based on student assessment data.
- What new questions emerged? How can we collect student data that is directly correlate to PL provided? How can we build a resource bank of exemplar videos of teachers who successfully implemented the PL content with their students?
- What actions are you taking as a result of your data? We have added to the PL experience for teachers. Now each Teacher Instructional Practice category covered during PL has a suggestion for collection student baseline data prior to implementation and post data. Teachers also have the option to video their implementation of the TIP with their students.

Step 2: Create a poster to highlight your learning—use one of the templates provided

- State your problem
- Show your impact

- What change management tool had the biggest impact on your learning?



Kai Walker
Supervisor
Department of Teacher Development & Support
Office of Academics
Broward County Public Schools

Empowering Educators from Professional Learning Facilitation through Implementation



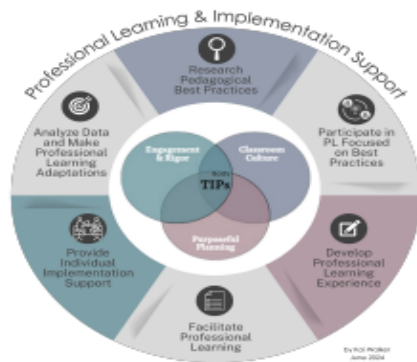
CONTEXT

Broward County Public Schools (BCPS) is the sixth-largest school district in the country. As a fully accredited "A" rated school District, BCPS serves more than 251,000 students and approximately 125,000 adult students in 239 schools, centers and technical colleges, and 88 charter schools. BCPS supports a diverse student population, representing 175 different countries and speaking 156 languages. There are approximately 16,000 educators within BCPS.

The work of the Department of Teacher Development and Support (TDS) is in the Office of Academics under the Division of Teaching and Learning. TDS provides professional learning opportunities and support to teachers at different stages in their career. The department supports pre-service teachers through field experience. Teachers who are within their first year of education get individual coaching from an expert, highly-qualified coach. The department assigns mentors to teachers who are new to the county. The TDS Department also provides teachers with support to work towards acquiring their state teaching certification.

Teacher Development and Support offers teachers a variety of professional learning (PL) opportunities. Teachers who are new to BCPS attend a New Teacher Seminar, professional learning experience to learn about the academic departments in the District. The department also facilitates New Teacher Academy, which is PL that is focused on pedagogical practices for building the learning experience through standards-based planning and instruction, engagement strategies, formative assessments, checking for understanding, setting high expectations, and classroom culture. Teachers can also attend professional learning about research-based Teacher Instructional Practices (TIPs) for Purposeful Planning & Preparation, Classroom Culture, and Engagement & Rigor.

Our school district has a single professional learning management system named Learning Across Broward (LAB). All PL providers in the District must have a master plan for PL, and all courses must align to the specific master plan. The existing PL system allows PL providers to propose courses, to document participant attendance, and to send satisfaction surveys to participants. As a department that focuses on teacher's development of pedagogical practices, we recognized the limitations of the existing system and identified the necessity for a framework that evaluates, not just the delivery and satisfaction of professional learning, but also its implementation and impact on student learning outcomes. Therefore, the problem of practice for this project stated, "Through ongoing action research, we will create an equitable system framework for evaluating the delivery and implementation of professional learning on teacher growth and student achievement for the school leadership team of BCPS, by June 2024." Over the course of this project a framework was developed as a cycle of professional learning to include PL, facilitation, implementation support, and PL evaluation.



IMPACT

Professional learning provides educators with theoretical knowledge, but its true value is realized when this knowledge is translated into practice. It is imperative to bridge the gap between PL and practice to ensure that professional learning has a tangible and measurable impact on teaching and learning.

As a result of embarking on a plan to address the problem of practice, I was able to develop a cycle of professional learning and implementation support. As the supervisor for the professional learning initiatives for the Department of Teacher Development and Support, I worked with my team to develop a full circle approach to professional learning that extends beyond theory and includes implementation support and data analysis. My team's work for professional learning and implementation support as depicted in the image to the left entails:

- researching best practices for pedagogy
- participating in professional learning on pedagogical best practices
- developing the professional learning experience, resources, follow-up, and data points
- facilitating the professional learning that was developed
- providing implementation support
- gathering data on participant's PL and support experience
- using the data to make adaptations to PL content

It is important to note that the work for professional learning and implementation support is carried out by the same team. Therefore, there is a singular vision, similar understanding, common language, and shared expectations. After reflecting on how professional learning occurred during the 2023-2024 school year, I worked with my team to include a method to evaluate PL in a way that is tied to student learning outcomes. Thus, for the 2024-2025 school year, we have intentionally included determining student learning outcomes that are directly correlated to implementing the PL content with students. For instance, after participating in PL about Teacher Instructional Practices (TIPs), the teacher obtains baseline student data, implements the TIPs for at least one month, then captures student data after implementation to determine the impact on student learning.

TOOL

I found KASAB to be a useful tool as I carried out the project over the years. KASAB was instrumental in guiding the project by providing a structured framework to help my team navigate changes while maintaining focus on the desired outcomes for professional learning stakeholders. KASAB provided a clear perspective for the project to resolve the problem of practice, especially when there were changes that impacted the work as it relates to the project's alignment to the Problem of Practice. KASAB normed the work, regardless of any changes to the organization, personnel, professional learning content and objectives, or duties. As a team, when making changes that impacted the project, we used KASAB to ensure the new practice or work aligned with the type of changes we wanted to see for professional learning stakeholders.

KASAB

Type of Change	School Leaders	Teachers/Students
Knowledge Conceptual understanding of information, theories, principles, and research.	School leaders will have a clear understanding and knowledge of the Continuous Improvement Framework Cycle for Professional Learning.	Teachers will have a deeper understanding of the purpose and expectations of their professional learning as it applies to their practice and to student learning.
Attitude Beliefs about the value of information or research.	School leaders are very satisfied with their professional learning experience and their progress, and engaged in the learning process of learning and evaluating professional learning believing their role is important to teachers & student success.	Teachers will feel supported as they engage in implementation and practice, and students will sense that the teacher's efforts are making a difference in their learning.
Skills The ability or capacity to use strategies and processes to apply knowledge.	School leaders are able to implement professional learning course topics' knowledge, skills, and practice with fidelity.	Teachers demonstrate effective implementation of skills & strategies demonstrated by student learning outcomes.
Applications Desires, or internal motivation, to engage in a practice.	School leaders desire to be effective instructional leaders in supporting and coaching their teachers.	Teachers are eager to advance their knowledge, skills, and strategies by teaching all students.
Behavior Consistent application of knowledge and skills driven by attitudes and opinions.	School leaders consistently apply high-level practices for professional learning assessment and evaluation to help teachers take the lead in their learning and use strategies to become highly effective practitioners.	Teachers regularly apply skills and strategies with fidelity and sustainability as part of a continuous cycle of improvement with their students as well.

Learning Forward 2024

Elevating Every Voice: Redesigning the Table for Multilingual Success

**Brenda Ward
Data Story**

Pulling Up Chairs for Multilingual Learners

In Lafayette School Corporation, multilingual learners (MLs) have historically been underserved, resulting in instructional inequities across the district. The central challenge was to ensure that MLs were recognized for their linguistic and cultural assets and that their educational experiences were improved to support their success. It wasn't just quality instruction; MLs were often overlooked in broader district priorities, left without a seat at the table when it came to key decisions.

As Director of Multilingual Learners, my focus has been changing this narrative—ensuring that MLs are no longer on the margins but are integral members of our educational community, with a meaningful voice in shaping their learning journey. By positioning their needs at the forefront, we are actively expanding the table to create equitable opportunities where MLs not only have a place but are empowered to thrive academically and linguistically.

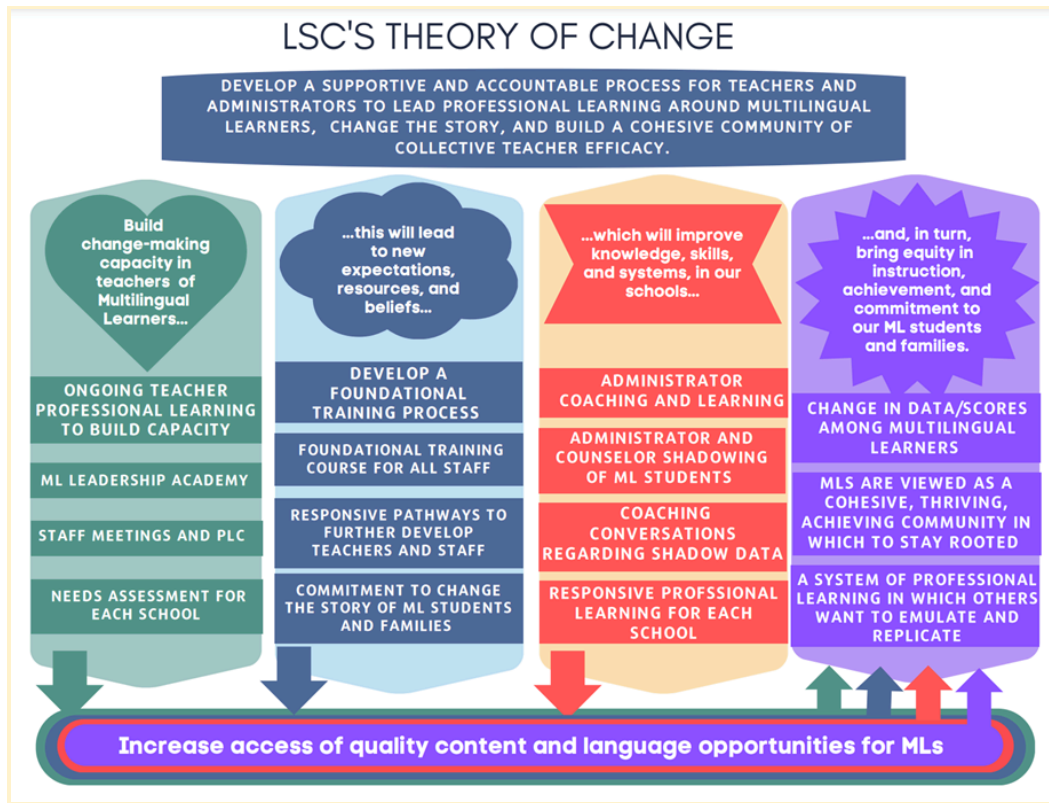
Building the Table—Creating a Supportive Structure

From the start, it was clear that the district needed to develop a supportive, accountable structure where both teachers and administrators could learn and grow together. This new process had to be deeply rooted in professional learning and follow-ups that would improve instructional practices for MLs. We set out to establish this structure, aiming for a district-wide transformation by the 2024-25 school year.

Our approach was to ensure that multilingual learners had equitable access to content and language instruction. To achieve this, we needed to not only secure a seat for them at the table but to design a new table that would elevate their importance in every school, with clear accountability measures and instructional support.

Following this vision, our “Theory of Change” became the guiding framework for transforming our district to ensure equitable access to content and language instruction for multilingual learners. This approach is more than just providing professional learning—it is about embedding accountability, support, and continuous improvement into the fabric of our schools. The chart below outlines the key components of our Theory of Change,

illustrating how each element—from professional development to instructional follow-ups—builds upon the others to create a sustainable system of support for both teachers and MLs. This system is a map for us to follow which is designed to lead us toward our district-wide transformation.



This visual representation demonstrates the steps we are taking to ensure all multilingual learners have a seat at the table and are given the tools to succeed.

Setting the Table—Establishing Ambitious Goals

Our goals were ambitious and necessary. By spring of 2024, we aimed for 80% of MLs in Lafayette School Corporation to not only meet but exceed their state-determined language proficiency growth targets on WIDA Access 2.0, ensuring their progress matched their potential and positioned them for long-term academic success. This was a significant marker of success, indicating that MLs were receiving instruction that effectively addressed their unique academic and linguistic needs.

Additionally, we sought to bring all administrators into the fold, ensuring that they participated in monthly professional learning alongside their teachers and participated in coaching sessions with the Director of Multilingual Learners. These sessions were intended to elevate the quality of instruction in each building. We also aimed for 100% of teachers in

the ML Leadership Academy to demonstrate growth in key categories such as vision, mission, and the use of tools for supporting MLs.

Gathering at the Table—Evaluating Collective Progress

To measure success, we asked key evaluation questions: Had 80% of MLs met their WIDA growth targets? Did teachers and administrators acquire the skills needed to support MLs effectively? Did the implementation of new strategies have a tangible impact on student achievement? Our goal was to not only assess individual growth but to determine whether our collective actions as a district were making a difference. We needed to ensure that every seat at the table was occupied by an engaged participant.

We collected a range of data to answer these questions. We looked at WIDA growth data, NWEA scores, and sign-in sheets from our professional learning sessions. We gathered coaching notes, observed teachers. We collected shadow data (shadowing each of the 90 MLs in the school), which provided insights into how much time students were spending reading, speaking, listening, or writing. We also surveyed administrators and teachers to capture their perspectives on the effectiveness of the ML program.

Lessons from the Table—Successes and Disparities

What we learned from the data was both encouraging and revealing. While most schools saw a decline in scores for MLs meeting their growth targets, two schools stood out with positive gains. One of our elementary schools saw a 7% increase in growth target data, and our junior high school, a 7-8 building that had previously shown minimal growth (even as low as 0%), recorded an impressive increase of nearly 18%. However, ten other buildings experienced a decrease in growth targets (see LSC WIDA 2024 Data: Growth Targets Chart below). This disparity emphasized the inconsistent implementation of new strategies and the spotty engagement of staff that was evident in our data.

LSC WIDA 2024 Data: Growth Targets															
# of students meeting individual growth targets for proficiency/# of students with 2 data points															
GRADES K-4															
School	K students tested	New Students to School	Grade 1		Grade 2		Grade 3		Grade 4		2024 Data	2023 Data	2022 Data	Tested Out (Level 5)	
														'24	'23
Earhart	19	7	4/11	36.3%	6/9	66.6%	6/13	46.1%	7/12	58.3%	50.0%	52.5%	24%	4	3
Edgelea	17	8	2/12	16.6%	4/12	33.3%	9/22	40.9%	8/17	47%	45.0%	38.8%	18%	5	5
Glen Acres	38	29	13/23	56.5%	7/17	41.1%	6/17	35.2%	7/24	29.1%	39.8%	43.4%	18%	7	6
Miami	18	8	6/19	31.5%	8/18	44.4%	2/13	15.3%	4/15	26.6%	33.3%	38.5%	24%	0	2
Miller	10	5	3/5	60%	0/2	0%	1/4	25%	0/5	0%	30.8%	37.5%	7%	0	1
Murdock	7	8	3/6	50%	2/10	20%	2/6	33.3%	0/3	0%	30.4%	39.1%	21%	0	5
Oakland	1	1	NA	NA	1/4	25%	3/6	50%	1/3	33.3%	38.5%	47.4%	29%	1	2
Vinton	16	5	4/11	36.3%	5/13	38.4%	0/12	0%	4/15	26.6%	25.4%	36.5%	14%	2	3
Grades 5-8															
School	Total # Testing	New Students to School	Grade 5		Grade 6		Grade 7		Grade 8		2024 Data	2023 Data	2022 Data	Tested Out (Level 5)	
														'24	'23
Sunnyside	144	28	14/69	20.8%	9/62	14.5%					17.5%	23%	7%	14	20
Tecumseh	146	11					7/66	10.6%	23/69	33.3%	23.3%	5.6%	0%	2	1
Grades 9-12															
School	Total # Testing	New Students to School	Grade 9		Grade 10		Grade 11		Grade 12		2024 Data	2023 Data	2022 Data	Tested Out (Level 5)	
														'24	'23
JHS	220	36	2/54	3.7%	3/60	5%	4/37	10.8%	4/33	12.1%	7.2%	10.4%	4%	7	7

On the other hand, the data from our ML Leadership Academy meetings told a more positive story. We successfully built capacity and collective teacher efficacy, shifting from a narrow focus on compliance to fostering a deeper commitment to the success of our MLs. Participation in the monthly meetings steadily increased from August to May, although two schools continued to struggle with administrator attendance. The Assistant Superintendent for Elementary Instruction attended the meetings regularly, offering valuable support, but full engagement from all school leaders was still necessary to drive the changes that were essential for improvement across all schools.

Shadow Data—Expanding the Role of Data Collection

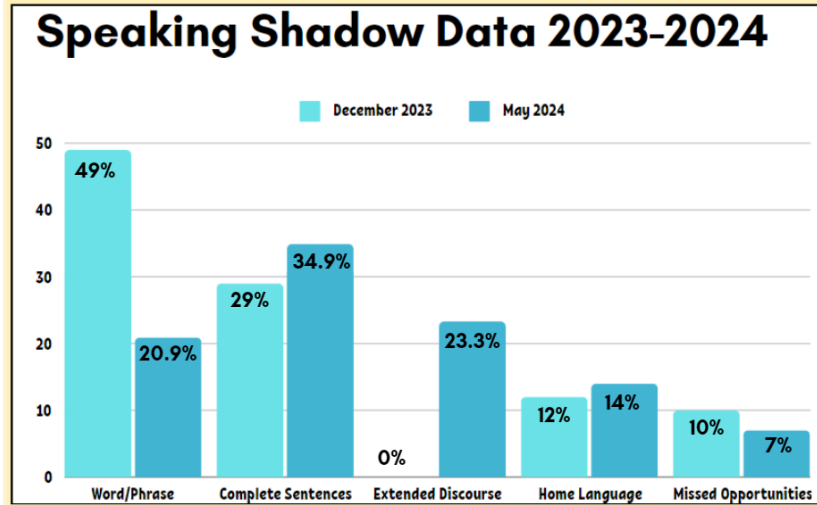
Shadow data collection was another critical component. We originally planned to collect shadow data at six schools, but ultimately implemented it on a smaller scale than anticipated—and yet, the results were undeniably impactful. The process increased awareness of student proficiency levels and informed the implementation of best practices in the classroom, such as offering more speaking opportunities to MLs at all proficiency levels.

One key outcome was the intricate, complex creation of a simple Google form for collecting shadow data, which significantly streamlined the data collection and analysis process. This also led to a broader team of data collectors across various roles, including instructional assistants, administrative assistants, administrators and volunteers. This collective involvement built a sense of responsibility for supporting MLs and contributed to more cohesive efforts across the school.

The school set a clear goal to increase speaking opportunities, with a specific focus on encouraging students to move beyond single words or phrases and engage in more complete sentences and extended discourse. In December 2023, data revealed that no students were observed speaking at the extended discourse level, and many were still responding at the word or phrase level. Additionally, there were frequent missed opportunities for students to participate in academic conversations, reflecting a need for more structured speaking opportunities in the classroom.

However, by May 2024, the data showed remarkable improvement. The percentage of students speaking at the extended discourse level rose to 23.3%, a significant increase from December's baseline of zero. Alongside this, the number of students speaking only at the word/phrase level dropped notably, while the use of complete sentences became more common. The decrease in missed speaking opportunities over this period further indicates that students were becoming more actively engaged in classroom discussions, contributing meaningfully to academic conversations.

The graph below captures these shifts in student speaking levels, demonstrating a clear movement away from brief, surface-level responses toward richer, more extended forms of discourse. This improvement underscores the success of the school's targeted strategies in fostering a more interactive and communicative learning environment.



Securing Every Seat at the Table: Strengthening Leadership and Collective Accountability

Despite our successes, we encountered several challenges, with the most significant being the inconsistency and variation in administrator support. Surveys from administrators revealed key strengths within the ML program, particularly in the availability of professional learning opportunities across all grade levels. However, the surveys also identified a critical gap: many teachers struggled with differentiating instruction and providing language proficiency-aligned scaffolds for their multilingual learners.

In response, administrators collaborated to brainstorm targeted actions and developed specific action plans tailored to the needs of each school. An additional survey is currently being conducted to gather more insights, which will help guide and refine our approach moving forward.

While some administrators fully embraced the changes and accountability measures, others struggled to maintain consistency, often canceling key opportunities like staff meetings and professional learning communities (PLCs), where important ML information would typically be shared. This inconsistency led me to reconsider our support strategies for administrators, ML teachers, and staff. Although we had made progress in pulling more seats to the table, it became clear that we hadn't yet created an environment where every seat was filled with a fully engaged participant.

Upon reflecting on our evaluation questions, I realized that we may have spread our focus too thin by attempting to assess too many elements at once. Some questions didn't fully align with the most critical aspects of the program, suggesting a more targeted evaluation would have been beneficial. One surprising discovery was that initiatives were either highly successful or showed minimal progress. The areas where I was most personally involved saw

the greatest success, which revealed a lack of distributed leadership and a dependence on one individual to drive the program. This underscored the need to adopt a more collaborative, team-based approach moving forward.

Self-Assessment–Building Teacher Capacity

Teacher feedback also played a pivotal role in shaping the *Top 10 Practices for Providing MLs Access to Content* document, which serves as a key resource for guiding instruction and enhancing teacher capacity throughout 2024-2025. As part of a self-assessment, teachers used red dots to identify areas where they felt additional support was needed, and green dots to highlight their strengths.

Upon reviewing the data, three critical areas emerged as priorities for further professional development: effective use of Individual Learning Plans (ILPs), integrating WIDA Standards into lesson planning, and ensuring content consistency while differentiating instruction to meet the diverse needs of multilingual learners. This self-assessment process has provided valuable insight into where targeted support can make the greatest impact, helping us refine our professional development efforts moving forward.

TOP 10 PRACTICES
For Providing MLs Access to Content!

Presented by
Branda Ward
Director of Multilingual Learners
Lafayette School Corporation
brward@lsc22.org

- VISUALS & REALIA!**
Using images, diagrams, and real-life objects to support teaching content.
Why: Helps MLs understand and retain information by connecting abstract concepts to concrete visuals.
How: Incorporate pictures, diagrams, charts, real-life objects (realia), and other visual aids into DAILY lessons.
- ACT IT OUT!**
Using physical movement and gestures to demonstrate and teach concepts.
Why: Helps MLs grasp abstract concepts and vocabulary through visual and kinesthetic learning.
How: Teachers and students use gestures, role-playing, and dramatizations, i.e., act out a scientific process or historical event to make it more understandable.
- BUILDING BACKGROUND**
Connecting new information to students' prior knowledge and experiences.
Why: Helps MLs make sense of new content by linking it to what they already know.
How: Pre-teach key concepts and vocabulary, use KWL charts, and draw connections to students' experiences and cultures.
- PAIR & SHARE**
A collaborative learning strategy where students pair up to discuss a topic or answer questions.
Why: Promotes language development and peer learning in a supportive environment.
How: Students discuss with a partner before sharing with the class. This can be done through structured activities like think-pair-share or informal conversation.
- ASSET-BASED MINDSET**
Focusing on the strengths and contributions of MLs.
Why: Creates a positive learning environment that values diversity and encourages student engagement.
How: Highlight students' abilities and cultural backgrounds, celebrate multilingualism, and encourage sharing of diverse perspectives.
- FRAMES & BANKS!**
Providing structured sentence starters and lists of key vocabulary.
Why: Supports MLs in constructing sentences and expanding their vocabulary.
How: Use sentence frames and word banks during speaking and writing activities to guide students in using academic language.
- MULTIPLE EXPOSURES TO CONTENT**
Repeatedly presenting the same content in different formats.
Why: Reinforces learning and helps MLs retain information better.
How: Use various methods such as readings, videos, discussions, and hands-on activities to revisit key concepts multiple times.
- KEEP CONTENT THE SAME & DIFFERENTIATE!**
Ensuring all students work on the same core content but providing different levels of support.
Why: Allows MLs to engage with grade-level material while receiving the support they need to succeed.
How: Adjust task complexity, provide scaffolds, and offer different levels of assistance based on individual student needs.
- GIVE A LIFELINE TO NEWCOMERS!**
Offering targeted support to new MLs to help them adjust and succeed.
Why: Helps newcomers feel supported and builds their confidence in a new learning environment.
How: Pair newcomers with a buddy, offer translated materials, and create a welcoming classroom environment with clear routines and expectations.
- USE WIDA STANDARDS & ILPS WHEN PLANNING**
Why: Ensures instruction is tailored to meet the language development needs of MLs.
How: Use WIDA Standards to guide lesson planning, incorporate ILPs to set language goals and track progress, and differentiate instruction based on proficiency levels.

Practice	Strengths (Green Dots)	Needs Support (Red Dots)
Visuals & Realia	10	0
Act it Out	10	0
Building Background	10	0
Pair & Share	10	0
Asset-Based Mindset	10	0
Frames & Banks	10	0
Multiple Exposures to Content	10	0
Keep Content the Same & Differentiate	10	0
Give a Lifeline to Newcomers	10	0
Use WIDA Standards and ILPs when planning	10	0

Continuing the Journey—Addressing Urgent Gaps

As we evaluated our progress toward achieving our goals, it became evident that while we've made significant strides, there is a clear and urgent need for further action. Currently, only 20% of our multilingual learners met or exceeded their state-determined WIDA growth targets. This discrepancy highlights the critical need to focus on improving Tier 1 instruction. The primary challenge lies in inconsistent instructional practices and the inconsistent application of differentiation strategies across schools.

While our teachers have been introduced to a combination of new techniques and established best practices for teaching MLs, many still need ongoing support to confidently and consistently implement them. To bridge this gap, we will make targeted professional development a top priority, focusing on differentiated instruction and providing personalized, one-on-one coaching to ensure teachers have the tools and confidence to succeed. In addition, we are accelerating our efforts to foster a culture of collaboration by implementing regular, structured peer observation and feedback opportunities—allowing educators to learn from one another and replicate successful practices.

This journey has also led me to several personal realizations. I've learned that, although I'm a strong advocate for multilingual learners (MLs), I'm still finding my voice within our district leadership team. The fact that the voices of ML teachers and their students are often marginalized has reinforced my understanding of the critical need to elevate these voices at every level.

While completing the Culture of Collaborative Inquiry IC Map, I noticed a significant difference between my scores and those of my peers at the system level. This disparity highlighted that I was approaching my work from a learning-centered framework, while district leadership largely viewed the ML program from a compliance-driven perspective. This misalignment underscores how much more work is required to shift the district's focus from merely checking boxes to genuinely building capacity for collaboration and equity.

Expanding the Table for Future Success

Our work has evolved from merely ensuring compliance to a collective commitment to the success of multilingual learners. This journey has also transformed how I think about systems and processes. Where I once might have tried to address individual problems in isolation, I now automatically think about the connections to the broader system. Systems thinking has given me a powerful framework for understanding how change happens and how to ensure that it is sustainable. We aren't just pulling up more seats at the table; we are expanding the table itself, ensuring there is room for all voices to be heard and valued. As

we move forward, my focus remains steadfast on refining systems, supporting our team, and ensuring that our multilingual learners receive the equitable education they deserve.

Together, we are building a robust foundation for equity and excellence in our district, paving the way for future success.

WEAVER - Learning

Forward Academy 2024 Class

Problem of Practice - Franklin County Public Schools, Division Pilot

Initial Problem of Practice: Design and implement a model for professional learning that results in observable change, higher self efficacy, and increased student achievement. (Franklin County Public Schools)

My Sphere of Influence - Early Adopters

Elementary: Learner Centered Practices that Promote Student Outcomes (Profile of a Learner)

Scholarly sources that impacted our work


POP Focus Area: Early Adopters

Teachers who are inspired to examine their

practice in terms of C.A.R.E.S, Instruction, and Assessment in order to make small (impactful) shifts toward Learner-Centered Empowerment.

Early Adopter PoP

Implement a model for professional learning targeting Learner Centered Instruction that results in observable change, higher educator self

efficacy, and increased student achievement.



Professional Learning Plan

Coaching Guide?



Student Achievement data will

At least 90% of educators who participate in the Early Adopter PLC, will increase their proficiency for implementing empowered classroom conditions as evidenced by advancing at

least one proficiency (emerging, investing, leading, innovating) in Learner show data in line or above achievement compared to similar demographics of students. The Early Adopter pilot focused on learner Centered Instruction. graduation.

centered teaching strategies that would increase student agency and empower students with skills needed beyond 100% of educators who participate in professional

learning pathways will see at least a 10% increase of observed strategies from beginning of the year to end of year.

Student Achievement

data from

[REDACTED]

Early Adopter teachers will be

[REDACTED]

compared with division-wide
standardized assessment data.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Professional Learning Model

01

Determine Focus Area

- Needs Assessment
- Gather Baseline Data
- Stakeholder Engagement
- Set SMART Goal

02

Professional Learning

- Modality
- Connect to Vision
- Continuous Feedback

03

Implementation

- PL in Action
- Outcomes
- Perception Alignment
- Collaborative Inquiry

04

Progress Monitoring

- Data Collection
- Feedback/Collaboration
- Observable Change

05

Reflection

- Data Analysis
- Goal Monitoring
- Stakeholder Feedback



Mindsets



Skill Set



Tool Set

**Focus Area Professional
Learning**

**Implementation Progress
Monitoring**

Reflection

What are the priorities/goals of the program or initiative?

- Needs Assessment
- Gather baseline data
- Include stakeholders w/ a plan
- Set SMART Goal

What are the measurable objectives? Include student outcomes

Set short & long term indicators of success
What is the professional learning (PL) plan? Include a timeline.

Does the PL delivery utilize similar strategies to what is being taught?

Is the learning high quality and reflective of research based practices?

Is the PL aligned with our Vision?

How will learners give and receive

feedback on the PL?
When will the professional learning be implemented into practice?

How are outcomes being observed?

What is the level/quality of implementation? Is this perception consistent among multiple stakeholders?

What does collaboration look like? What avenues are available for embedded and

ongoing support?
What data is being collected to monitor progress?

How and when is the data being evaluated?

How do educators receive feedback?

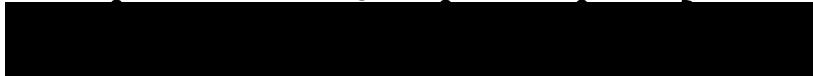
Is there observable change in practice?

At any point the data might show a need to go back to step 1, 2, or 3 and adjust.
How is the data

being analyzed?
How are goals being monitored?

Continuously gather stakeholder feedback to inform the plan

If at any point, the progress monitoring or data analysis indicates adjustments need to be made- go back to step 1, 2, or 3.



Early Adopters: Learner-Centered PLC

Teachers who are inspired to examine their practice in terms of C.A.R.E.S, Instruction, and Assessment in order to make small (impactful) shifts toward Learner-Centered Empowerment.

What is Learner Centered?

- ★ Learners are at the center. Relationships & SEL is the foundation of effective learning communities. Learners follow a unique path that meets their needs and interests. Learners make connections and meaningful contributions that lead the learning experience. Learners are empowered.



Why?

- ★ How can we collaborate together to create learning environments that empower students beyond content knowledge and empower them to gain skills and attributes (Profile of Learner) needed to thrive in a rapidly changing and connected world?
- ★ **Vision25** is not a curriculum or subscribed program. Instead, it serves as a future focused planning effort by FCPS to advance knowledge, skills, experiences and attributes that students must attain to be “life ready” in a rapidly changing world.

Logic Model - Intended Outcomes

Classroom Impact

C.A.R.E.S Learner Centered Instruction Evidence of Learning

- Shared Vision
- Student Agency
- Standard Operating Procedures ●

Learner Identity

- Growth Mindset
- Personalization
- Goal Setting

- Relationships & Culture of Empowerment

- Unpacking Standards
- Backward Design
- What do students need to know and be able to do
 - How do students become more aware of what and how they are learning?
- Empowered Classroom Conditions ●
- 4Shifts Protocol
- Blended Learning Models

- Student goal setting & progress monitoring
- Data notebooks
- Artifacts of learning
- Personalized
- Formative & Summative Assessments ●
- Balanced Assessment
- Feedback loops

Logic Model - Measurable Outcomes

Educator Self Efficacy Student Achievement Educator Capacity

At least 90% of early adopters, will increase their proficiency for implementing **empowered classroom conditions** as evidenced by advancing at least one proficiency (emerging, investing, leading, innovating).

At least 80% of classrooms taught by early

adopters will meet or exceed the division average on state assessment tests.

100% of educators who participate in the PLC will show an increase of observed strategies on walk through observations by at least 20% from beginning of the year to end of year.

Assumptions

Teachers apply to be Early Adopters - self motivated to engage in professional learning and make transformational change in their classrooms

The Early Adopter PLC is a division-wide PLC and building principals may have different expectations and requirements that educators adhere to

Many factors affect student achievement and it is difficult to measure success when making shifts in educator mindsets and practices due to many influencing factors


- Measurable Outcomes

Logic Model (Action Plan) Early Adopters Phase 1 Karen Weaver Pilot					
Professional Learning Model	INPUTS	OUTPUTS	OUTCOMES/IMPACT		RESULTS
Stage	Inputs/Resources	Actions/Strategies Evidence	Initial Outcomes	Intermediate Outcomes Nouns	Intended Results Evaluation Model
1 - Determine Focus Area	Teachers Identify a Focus Area that aligns with the vision of the division/school and personalized needs	Teachers will conduct a Needs Assessment, Collect Baseline Data, and complete the Empowered Classroom Conditions Self Reflection Tool	Data driven SMART GOAL - includes student achievement and profile of a learner goal for improvement & strategies that align with professional learning focus area, walkthrough tool, and empowered classroom conditions.	Self reflective and recognize areas of strength and set goals for shifting areas that need growth (towards learner-centered). *Mindset/Self Efficacy	Classroom experiences are a balance of teacher and student action. Students are active leaders of the learning process. <ul style="list-style-type: none"> • Students are an active part of the learning process. Learning is done WITH and not TO. • Students feel empowered to make decisions about their learning & reflect on their progress. • Classroom instruction includes blended learning models and is a balance of surface, deep, and transfer learning.

Logic Model - Measurable Outcomes

<p>2 - Professional Learning</p>	 <p>Summer Training Day 1 September PLC Meeting</p>	<p>Teachers will incorporate Class Vision, Code, Standard Operating Procedures, Growth Mindset & Restorative Practices to build strong classroom culture</p>	<p>Students are involved in creating their class vision, code, and standard operating procedures. Community building circles build relationships and create a community of care.</p>	<p>Students feel they are a valued member of the learning community. Students are motivated to be an active and caring participant in the learning community. Students identify and reflect on their own identity as a learner and valued member of the learning community.</p>	<p>Decrease referrals, attendance, high sense of belonging Agency Identity Relationships</p>
	<p><i>Learner-Centered</i></p>  <p>Curriculum & Instruction</p> <p>Summer Training Day 2 & 3 October PLC Meeting November PLC Meeting January PLC Meeting</p>	<p>Teachers will unpack standards and use backward design to ensure that students know what they know, what they need to know and be able to do, and what's next.</p>	<p>Teachers will select 1 unit to plan using backward design and student proficiency scales.</p>	<p>Students will experience a unit of study that follows a Learner Centered Instructional Model.</p>	<p>Students and teachers are both in action. Structures of instructional support like unpacking standards, goal setting, backward design, and blended learning models are instructional decisions the teacher uses to ensure that:</p> <ul style="list-style-type: none"> • (Learner Centered) Students are aware of what they know, need to know and be able to do, and what's next • Learning is rigorous and includes a balance of surface, deep, and transfer learning.

Logic Model - Measurable Outcomes

	<p><i>Evidence of Learning</i></p>  <p>Summer Training Day 4 February PLC Meeting March PLC Meeting</p>	<p>Build teacher capacity for balanced assessment to include a variety of assessment tools and more formative than summative assessments. Teachers use equitable grading practices that accurately reflect student mastery of learning (not behavior).</p>			<p>Students receive formative feedback throughout a unit and are able to make decisions about their learning and monitor their progress. Students are informed through feedback and equitable grading practices to better understand mastery of success habits and academic content. Students receive actionable information to guide their learning.</p>
<p>3 Implementation</p>	<p>Collaborative Planning: Teachers meet monthly & in one on one planning meetings to refine learner-centered instructional models, using backward design and goal-setting strategies within a unit.</p>	<p>Teachers use the 4shifts Protocol, and the Empowered Classroom Conditions framework to design learner centered instruction, proficiency scales, and implement balanced assessments.</p>	<p>Student Outputs: Active involvement in classroom SOP creation, goal setting, and formative assessments; reflective activities regarding their learning progress & learner centered instruction.</p>	<p>Teachers demonstrate improved capacity in applying learner centered instruction, 4shifts protocol, balanced assessments and blended learning approaches, observed in classroom walkthroughs. Students feel a sense of agency, show improved engagement, and become reflective learners who monitor their own progress through formative feedback.</p>	<p>Instructional Shifts: Teachers adopt learner centered instruction strategies that emphasize deeper learning and balanced assessment practices that emphasize formative assessments and feedback loops. Students are actively involved in their own learning. They know what they are learning, what they know, need to know, and how to learn more. Students are active in setting learning goals, monitoring their progress, and reflecting on what learning strategies work best for them.</p>

Logic Model - Measurable Outcomes

4 Progress Monitoring

5. Reflection

Support: Coaching, peer-to-peer observations, and feedback sessions

Reflective Practice: Teachers engage in continuous self-reflection and adjust their strategies based on student progress and feedback.

Teachers increase self-efficacy in learner-centered strategies, as evidenced by reflective goals and shifts toward empowered classroom conditions. Students begin actively participating in their learning, setting personal goals, and understanding the expectations for their progress.

90% of teachers show proficiency advancement in learner-centered conditions, with a notable improvement in observed instructional strategies.

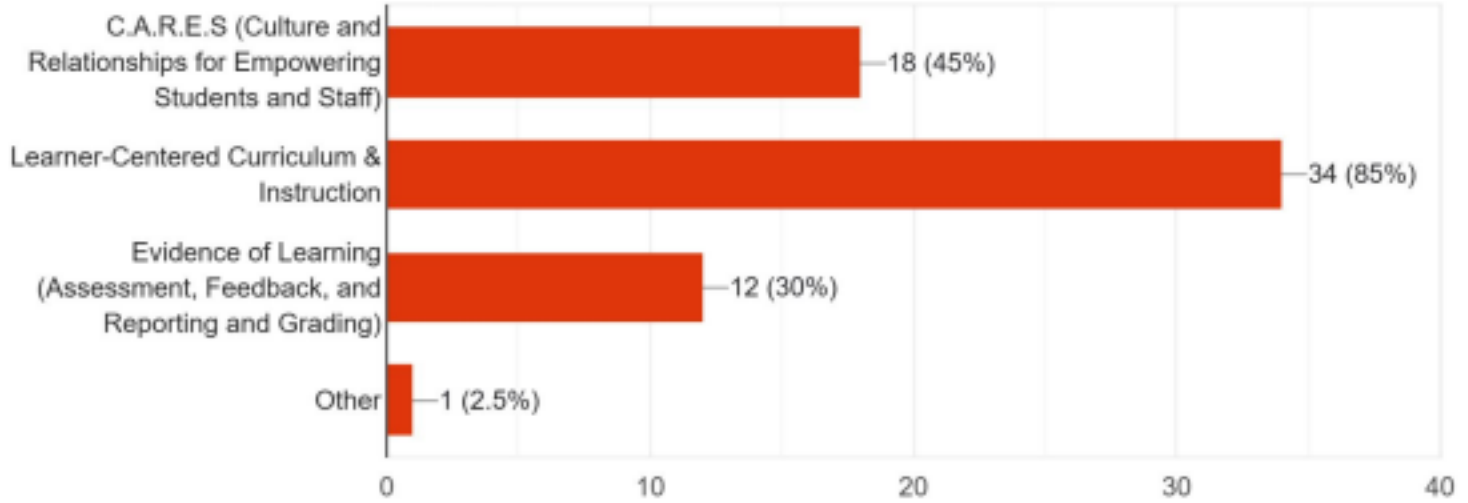
At least 80% of classrooms taught by early adopters will meet or exceed the division average on state assessment tests.

At least 90% of students will show proficiency advancement in learner centered conditions, as outlined in the Profile of a Franklin County Learner.



Which focus area does the professional learning most align with (select all that apply).

40 responses



Disagree

Conditions for Success

Agree or Strongly Agree
Somewhat Agree

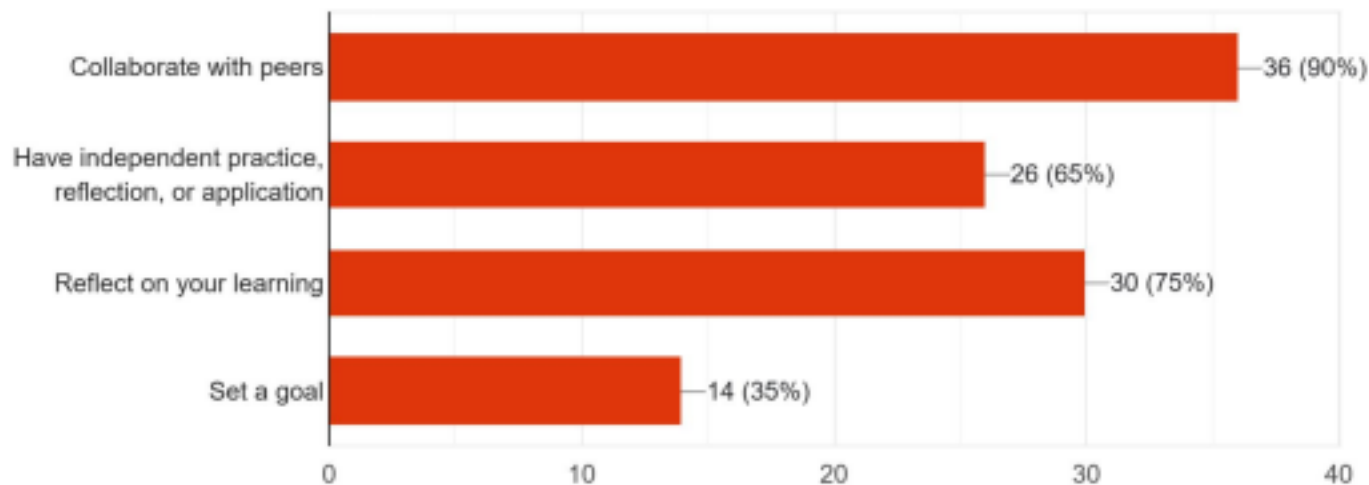
The environment (space) was conducive to learning. 39 1 0 The instructor was effective and demonstrated expertise. 40 0 0 The learning materials provided were helpful for understanding the new skill/knowledge/topic. 39 1 0 The concepts and methods related to the new skill/knowledge were clearly explained. 39 1 0 The learning experience modeled intended outcomes. 38 2 0 The learning was high quality and reflective of research based practices. 39 1 0 The learning aligned with the vision of the school system, school, department, etc. 40 0 0 I feel the learning today will contribute to the quality of my practice. 39 1 0 I feel confident that I have acquired new skill, knowledge or understanding. 37 3 0

I feel confident in my ability to apply the skill/knowledge/content in practical scenarios from this professional development.
37 3 0



During the learning opportunity I had the opportunity to (check all that apply):

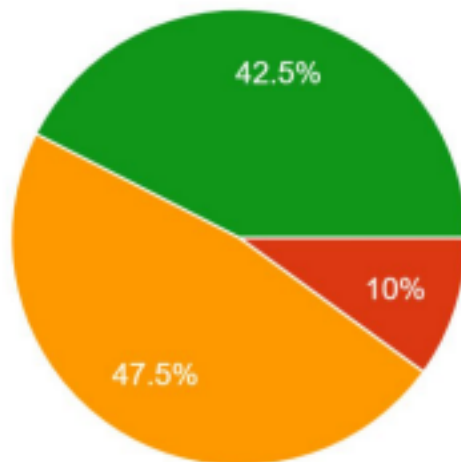
40 responses



Transformational Process

How closely did today's learning align with your personal growth goals?

40 responses

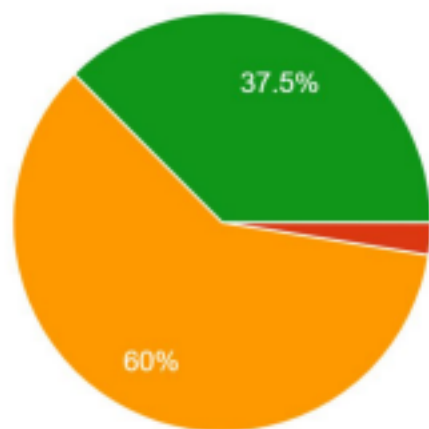


- 1 - The learning today did not align at all with my growth.
- 2 - The learning today aligned somewhat with my goals.
- 3 - The learning today mostly aligned with my goals.
- 4 - The learning today completely aligned with goals or inspired me to seek further understanding.

Transformational Process

Do you feel the learning today will contribute to the quality of your practice?

40 responses



- 1 - The learning today is not new. I already do this in my practice.
- 2 - I do not feel the learning today will contribute to my professional practice.
- 3 - I can use some of the information I learned today in my daily practice.
- 4 - The learning today will greatly help me in my daily professional practice.



Instructional

Level 1 Reaction to professional learning



Completed after each PD session
Staff
School Leader

Level 4 Use of Knowledge and



Once a quarter School Leader

skills

Knowledge and skills

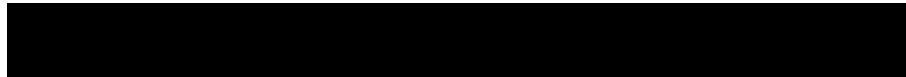


Instructional Staff
School Leader

Level 4 Use of



Beginning of Year and End of Year



Data Story: Building Capacity and Support within a Teacher-Directed Professional Learning System

What problem were you trying to solve?

The Miami-Dade County Public Schools (M-DCPS) district recognized the need to improve its traditional approach to professional learning. To create a more engaging and effective environment for educators, a dynamic, teacher-directed professional learning system is being developed across 21 schools. This initiative aims to empower teachers to take charge of their own development while also supporting their colleagues. By December 2024, the goal is to significantly increase active participation in personalized, high-quality professional learning, ultimately enhancing teaching practices and improving student outcomes.

Program Structure Highlights:

- Teachers are empowered to set personal learning goals that align with both district and school-wide priorities while focusing on instructional areas relevant to their classrooms.
- Professional Learning Support Team members are given structured roles and stipends, supporting a culture of shared accountability.
- Embedded on-site support makes professional learning more accessible and allows for collaborative problem-solving.
- Teachers are encouraged to lead learning sessions, promoting a culture where professional learning is connected to student success.

How did you try to solve the problem?

To meet its goals, the Teachers CHOICE team established the following Conditions for Success:

- **Connect Professional Learning to Student Success:** Creating and sustaining a culture where professional learning is tightly connected to students' access to rigorous learning opportunities.
- **Vision for System Goals:** Establishing a shared vision of how professional learning enables educators to achieve district and school system goals.
- **Resource Allocation:** Allocating essential resources—time, funding, personnel, and technology—to support system-wide learning.
- **Structural Coherence:** Aligning professional learning services across all entities within the district, ensuring structural coherence in leadership and educator professional growth.
- **Standards for Professional Learning:** Advocating for the adoption of Standards for Professional Learning, aligning efforts with best practices.
- **Leadership in Learning:** Prioritizing and modeling learning as a continuous practice for leaders.
- **Embedding Collaborative Learning:** Making continuous, collaborative learning a regular part of each educator's workday.

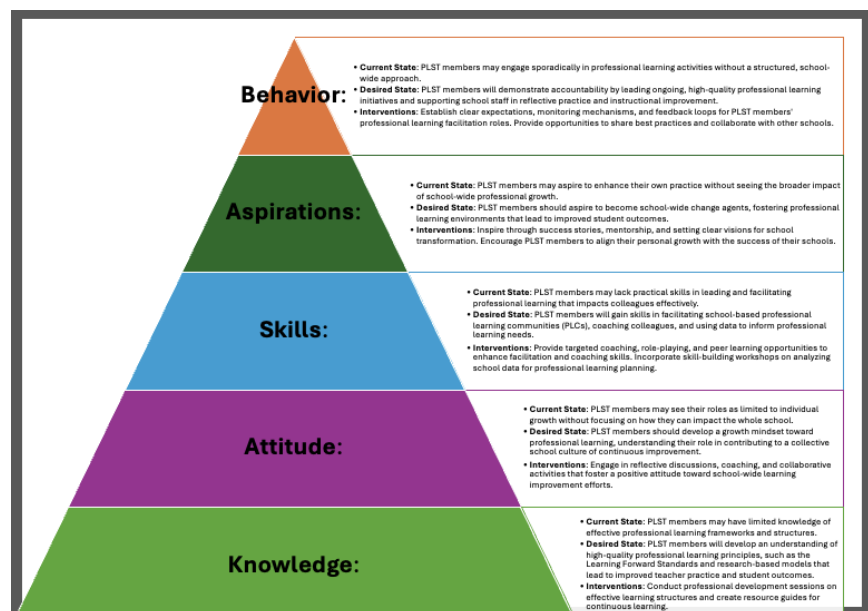
Addressing Barriers

- **Detailed Program Management Plan:** Roles and responsibilities were clearly defined, helping stakeholders understand their contributions to program success.
- **Clear Definition of Teacher-Directed Professional Learning:** A comprehensive definition of teacher-directed professional learning was shared with stakeholders to unify understanding and expectations.
- **On-Site Support and Scheduling:** The program developed schedules for regular, on-site support sessions, which were shared with each school's administrative team to enhance alignment with school routines.
- **Expanded Roles and Stipends:** Roles for school Professional Learning Support Team members were clarified, and stipends were added to recognize the additional responsibilities and encourage active participation.

Change Model implemented to build the capacity of the Professional Learning Support Teams who are key components to the initiative.

Knowledge

- **Current State:** PLST members may have a limited understanding of effective professional learning frameworks.
- **Desired State:** PLST members understand high-quality learning principles, including the Learning Forward Standards.
- **Interventions:** Provide professional learning on effective learning frameworks and continuous learning resources.



Attitude

- **Current State:** PLST members may view their roles as limited to personal growth, overlooking the potential for whole-school impact.
- **Desired State:** PLST members develop a growth mindset, contributing to a school culture of continuous improvement.
- **Interventions:** Engage in reflective discussions and collaborative activities to cultivate a positive outlook on school-wide learning and improvement.

Skills

- **Current State:** PLST members may lack skills in leading professional learning effectively.
- **Desired State:** PLST members gain skills in facilitating Professional Learning Communities (PLCs), coaching, and data-informed planning.
- **Interventions:** Provide targeted coaching, peer learning, and role-playing exercises. Offer workshops on using data for professional learning planning.

Aspirations

- Current State: PLST members may focus on their own professional growth without a vision for school-wide impact.
- Desired State: PLST members aspire to be school-wide change agents, fostering a professional learning culture that drives student success.
- Interventions: Share success stories, encourage mentorship, and establish a clear vision for transformation, helping PLST members see how their growth aligns with school progress.

Behavior

- Current State: PLST members engage sporadically in professional learning without a structured, school-wide approach.
- Desired State: PLST members lead high-quality, consistent learning initiatives, supporting staff in reflective practice and instructional improvement.
- Interventions: Set clear expectations, monitoring processes, and feedback loops. Provide collaboration opportunities and best practice sharing among schools.

What were the goals and intended outcomes of your program?

- Goal:
Establish a teacher-directed professional learning system that meets the varied needs of teachers, promotes active participation, and supports teacher-led professional growth.
- Intended Outcomes:
 - **Improved Teaching Practice:** Enhanced application of new teaching strategies that improve classroom effectiveness.
 - **Stronger Student Outcomes:** Improved student engagement and achievement resulting from enhanced instructional quality.
 - **Collaborative Culture:** A culture of continuous learning and shared responsibility grows within and across schools.

What were your evaluation questions?

- How effectively does the teacher-directed professional learning system meet the diverse needs of teachers at various stages in their careers?
- Do teachers feel empowered and motivated to pursue personalized professional learning goals?
- How well does the program support collaboration and collective professional growth among teachers?
- What impact does the Teachers CHOICE initiative have on teaching practices and student learning?

What information did you collect to answer these questions?

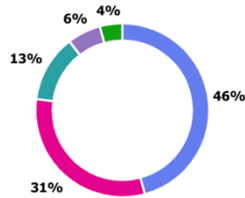
- Teacher Participation: Tracking the frequency and types of professional learning activities.
- Motivation and Empowerment: Assessing factors that encourage teachers to take ownership of their learning.
- Perceived Impact: Teacher feedback on the effectiveness of professional learning activities for classroom application.
- Collaborative Engagement: Measuring peer mentoring, shared learning, and co-led sessions.

- Reported Classroom Impact: Teacher-reported changes in instructional practices and student engagement following participation.

Excerpts of Data Collected

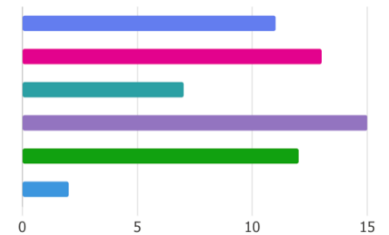
13. Participates in collaborative professional learning opportunities to address personal, school, and/or district ta...

5 Always	22
4 Often	15
3 Sometimes	6
2 Rarely	3
1 Never	2



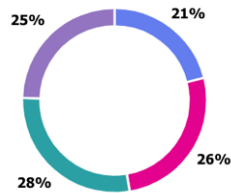
3. How do you support and direct the professional growth of your colleagues? (Select all that apply)

a. Mentoring and coaching	11
b. Leading professional learning sessions	13
c. Facilitating collaborative planning	7
d. Sharing resources and best practices	15
e. Providing feedback and support	12
Other	2



1. What strategies do you use to direct your professional growth? (Select all that apply)

Setting personal learning goals	12
Participating in professional learning workshops	15
Collaborating with colleagues	16
Engaging in self-reflection	14
Other (please specify): _____	0



Latest Responses

"As the PLGL I am always looking into ways I can help staff address their prof... "

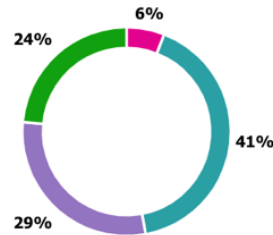
"By attending teacher conferences and other learning opportunities I can sta... "

"Professional Development to help me grow as a professional"

...

8. How motivated are you to engage in teacher-directed learning?

● Not motivated	0
● Slightly motivated	1
● Moderately motivated	7
● Very motivated	5
● Extremely motivated	4



17. What are some of my particular personal strengths in demonstrating agency in professional learning?

[More details](#)

43
Responses

Latest Responses

"My school staff always finds me approachable, regardless of where I am at, a..."
"I enjoy attending PD's because I learn about the most current trends in educ..."
"Being able to communicate the wants and needs of the students, parents, an..."

What did you learn from your data?

1. Did you meet your goals and intended outcomes?

- **Progress Toward Goals:** Teachers expressed a heightened sense of agency in setting professional learning goals, with many reporting satisfaction with program resources and district support.
- **Increased Engagement:** The expanded district support, role clarity, and stipends contributed to a steady rise in participation rates.
- **Collaborative Culture:** Schools demonstrated higher rates of collaboration, with teachers frequently engaging in peer support and co-led professional learning communities.

2. Did you answer your evaluation questions?

- The data provided answers to each evaluation question, showing that:
- The teacher-directed system effectively addressed the varied needs of educators by promoting autonomy, accessibility, and support.
- Motivation was driven by both differentiated growth opportunities and increased support from district staff.
- Teachers were actively involved in collaborative learning, supporting a culture of continuous growth.
- Positive impacts were reported on instructional practices, with teachers citing increased student engagement.

3. Were there any surprising findings?

- **Higher Participation in Collaborative Learning:** Teachers' participation was notably increased when professional learning opportunities were scheduled in group settings, underscoring the importance of increased peer professional learning support knowledge and skills.

- Increased Engagement through Stipends: Professional Learning Support Team members showed higher engagement and initiative following the stipend allocation, demonstrating the effectiveness of recognizing and compensating additional responsibilities.

4. What are some key strengths to highlight?

- Empowerment and Autonomy: Teachers felt a sense of empowerment with the autonomy to set personal learning goals and contribute meaningfully to professional learning.
- Enhanced Collaboration: Teachers actively engaged in shared learning activities, supporting a culture of continuous, collaborative growth.
- Accessibility of Support: Regular, on-site support increased participation and reinforced program goals at each school site.

5. What are some areas for improvement?

- Broader Role Awareness: Ongoing communication is needed to ensure all stakeholders understand the Professional Learning Support Team members' roles.
- Strengthening Intrinsic Motivation: Further strategies are needed to sustain intrinsic motivation for continuous engagement in professional learning.

6. What new questions emerged?

- How can district leaders further support Professional Learning Support Team members in balancing their expanded responsibilities?
- What additional strategies can sustain intrinsic motivation for continuous teacher engagement in the program?
- How can communication be further optimized to align all stakeholders with program objectives?

Conclusion

The Teachers CHOICE program has established a strong foundation for a teacher-directed professional learning system that addresses the diverse needs of M-DCPS educators. The well-defined Conditions for Success—connecting professional learning to student success, resource allocation, structural coherence, standards alignment, and embedding collaborative learning—have guided the program's implementation and supported its goals. By adding district support staff, offering on-site learning opportunities, clarifying roles, and providing stipends, the program has encouraged teacher engagement and built a collaborative learning culture. Moving forward, the focus will be on sustaining engagement through role clarity, intrinsic motivation, and ongoing communication, ensuring that this teacher-directed model continues to empower educators and enhance student outcomes across the district.