Continuous Improvement
Through Job-Embedded Professional Development

Education Committee
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Instructional Support Vision

Through continuous, structured, job-embedded professional development, teachers will improve their instructional delivery, content knowledge, and use of data to differentiate and lesson plan, resulting in greater student engagement and achievement.
• Teachers need consistent, high-quality professional development (PD) focused on classroom instruction and additional professional development opportunities.

• Need to shift to a system of standards-based teaching and learning where instruction and curriculum is aligned to the PA Core Standards.

• Need to establish instructional non-negotiables and indicators for good instruction.
Key Findings: Professional Development

• District **PD not valued** by teachers and school-based staff.

• Three districtwide professional development days during the school year – a **low number** compared to other urban districts.

• **No system-wide planning time** for teachers districtwide.

• **Need to establish instructional non-negotiables** and indicators for good instruction.

• ITL2s have **both instructional coaching** and **teacher evaluation** responsibilities (in addition to teaching).
Key Recommendations: Professional Development

• Develop a **comprehensive PD plan** to build central office, principal and teacher capacity.

• Build and **provide consistent PD around rigorous content**, focused on implementation of literacy and mathematics framework.

• Develop a system of **professional learning communities (PLCs)** at every school.

• **Remove evaluative functions** of ITL2s to become school-level content-based coaches who focus on instructional quality rather than RISE implementation. Provide new coaches with **intensive content training** on supporting teachers in planning, reviewing student work, and data-driven instruction.
Continuous Improvement Model

Random Acts of Improvement

Focused and Aligned Acts of Improvement

High student achievement

↑ = Programs
**Long Term Outcomes**
- Increase proficiency in literacy for all students
- Increase proficiency in math for all students
- Ensure all students are equipped with skills to succeed in college, career and life
- Eliminate racial disparity in achievement levels of African American students

**Strategic Plan Framework**

**Strategic Theme #1**
Create a positive and supportive school culture

- Ensure that the holistic needs of all students are met.
- Establish a shared commitment and collective responsibility for positive relationships with every student, family, and staff member.
- Establish effective family and community partnerships in every school.

**Strategic Theme #2**
Develop and implement a rigorous, aligned instructional system

- Establish a district-wide curriculum and assessment framework that is culturally inclusive and rigorous.

**Strategic Theme #3**
Provide relevant and timely instructional support for teachers and school-based staff

- Increase teacher knowledge around content, pedagogy, and cultural relevance to impact student outcomes through a cohesive and coherent system of instructional support.

**Strategic Theme #4**
Foster a high-performance culture for all employees

- Ensure the district’s staffing strategy results in attracting and retaining high performing staff across the district who hold high expectations for all students.
- Enhance systems that promote shared accountability, high expectations, and continuous growth for all employees.

**Strategic Initiatives**

1. Establish a system-wide Multi-Tiered System of Support (MTSS) process, implemented through high-functioning Student Assistance Program (SAP) teams in every school.
2. Embed elements of social-emotional learning into academic instruction.
3. Develop individual student success plans for all students.
4. Implement Positive Behavior Interventions and Supports (PBIS) with fidelity district-wide, ensuring that it is explicitly linked to restorative practices and promotes positive relationship building.
5. Develop and communicate clear, consistent, and explicit expectations for interactions with students and families.
6. Develop effective partnerships among schools, students, families, and community partners, utilizing a research-based framework, to intentionally structure collaboration for all students’ success.
7. Implement a tiered and phased community schools approach.
8. Develop and design a common curriculum framework.
9. Develop a comprehensive assessment system aligned to grade-level expectations.
10. Implement an instructional system with aligned resources.
11. Ensure that all professional development models follow research-based and culturally-relevant practices.
12. Align instructional support efforts to ensure a collaboration between school administrators and district staff around the school’s professional development focus.
13. Provide differentiated instructional support that is based on data and deployed via school-based, district-wide, and online learning opportunities.
14. Ensure that all supervisory and support staff who engage in instructional conversations with teachers receive differentiated learning opportunities to be effective in their roles.
15. Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent and effective workforce.
16. Develop a rigorous selection and hiring process that ensures the most effective workforce.
17. Promote retention and reduce negative effect of turnover.
18. Create comprehensive professional learning environments to both facilitate role-specific learning and to enable employees to grow and develop.
19. Review and modify performance management systems to maximize impact on professional growth and student outcomes.

**Phase 1:** Launching Now through June 2017
- Phase 2: Launching in 2017-18
- Phase 3: Launching in 2018-19
Continuous Improvement Model

Sources: W. Edward Deming, Shewhart, and Florida DOE
Increased Opportunities for PD and collaboration

- Changes to districtwide calendar
- Increases number of ½ days from 2 to 8
- Dual purpose district and school-based
Teacher Outcomes After Various Training Methods

Six Pillars to Create Coaching for Impact

1. System Vision and Commitment
2. Recruitment and Selectivity
3. Shared Responsibility
4. Development and Support
5. Role Clarity, Time, and Culture
6. Compensation and Sustainability
Benefits of Academic Coaching Role

- Creates two full-release positions to **deepen** and **narrow focus**, allowing **time for more tailored coaching**
- **Streamlines** current position to full time **content-specific expert**
- Increases opportunities for **modeling** and **co-teaching**
- Allows for **more content-specific training** during the regular school day
Instructional Coaching Framework: High Level

- **Week 0:** Coaches receive train-the-trainer PD
- **Week 1**
- **Weeks 4–6:** Cycle of Learning
- **Week 2**
- **Week 3**
Teachers attend a workshop

Teachers examine student work during PLCs to monitor effectiveness of strategies

Teachers receive coaching visits to assist with strategy implementation

Teachers have planning time each week to review implementation successes and challenges and plan instruction with new strategies

Teachers rehearse strategies from the workshop

Teachers have access to classroom materials to implement the strategies
• 10 days

• Topics will include coaching methods, curricular resources, interventions and research-based best practices

• Will include time with school principal
Regular Responsibilities

• Lead learning cycles for teachers
• Support facilitation of PLCs
• Support grade level team meetings
• Lead professional development
• Observe and give feedback around content best practices
• Analyze student work
• Attend weekly professional development with other academic coaches