

Title IIA: Leveraging Funds for Educator Effectiveness

November 9, 2015

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MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Agenda

- ★ Overview of potential uses
 - ★ Educator Evaluation PD
- ★ Tracking outcomes
- ★ Fitchburg's approach
- ★ Groton-Dunstable's approach
- ★ Questions



Overview of potential uses

Line Item
1. Administrator Salaries
2. Instructional/ Professional Staff
3. Support Staff Salaries
4. Stipends
5. Fringe Benefits
6. Contractual Services
7. Supplies and Materials
8. Travel (Registration)
9. Other Costs
10. Indirect Costs
11. Equipment

- ★ Educator Evaluation PD
- ★ Mentoring & Induction
- ★ PD on curriculum frameworks
- ★ Instructional coaches
- ★ Professional Learning Groups
- ★ Teacher-led training
- ★ Data Analyst to track PD outcomes, inform Needs Assessment
- ★ Partnerships with universities
- ★ Vertical teams
- ★ Recruiting high-quality, diverse educators



Building Evaluator Capacity: Educator Effectiveness Guidebook for Inclusive Practice

- ★ Coordinated set of educator tools that promote best practices for **inclusion** of Students with Disabilities in general education classrooms, aligned to the Educator Evaluation Framework
- ★ Developed by MA teachers and administrators, national experts, and ESE staff
- ★ Aligned with goal-setting, observations, articles of practice, student feedback, & common assessments



Building Evaluator Capacity: Educator Effectiveness Guidebook for Inclusive Practice

<http://www.doe.mass.edu/eeval/guidebook/>



Educator Effectiveness Guidebook for Inclusive Practice

Created by Massachusetts educators, this Guidebook includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principal introductory letter from the stakeholders.

Inclusive school communities honor the belief that education is for everyone. My fifth graders are brave, engaged, reflective members of our class who aspire to make a difference in their world. The inclusion model is the most dynamic and thorough way I know for a teacher to be an agent of positive social change.

Audrey Jackson, 5th Grade Inclusion Teacher
Joseph P. Manning Elementary School
Boston Public Schools
2016 Massachusetts Teacher of the Year



Guidebook Partners

In the spirit of continuous improvement, FSE is partnering with a team of Massachusetts educators to conduct a comprehensive review of the Guidebook over the course of School Year 2015/16. Input from this group will inform a comprehensive update of the tools, please email fse@doe.mass.edu.

Guidebook Tools

The Guidebook is broken into topical sections that promote best practices for inclusion through the Educator Evaluation Framework. Educators may wish to download specific sections in the Guidebook, depending on the job responsibilities.

<p>Overview Tools:</p> <ul style="list-style-type: none"> Power Elements for Inclusion: MA Teacher Rubric Power Elements for Inclusion: MA School Level Administrator Rubric 	<p>Rubrics Tools:</p> <ul style="list-style-type: none"> MA Teacher Rubric with Inclusive Practice Annotations MA School Administrator Rubric with Inclusive Practice Annotations MA Superintendent Rubric with Inclusive Practice Annotations Teacher Self-Assessment 	<p>Goal Setting Tools:</p> <ul style="list-style-type: none"> Professional Practice Goal-Setting Template Student Learning Goal-Setting Template Case Study Goals: Instruction Case Study Goals: Behavior Support
<p>Observations Tools:</p> <ul style="list-style-type: none"> What to Look For Observation Feedback Resource 	<p>Artifacts of Practice Tools:</p> <ul style="list-style-type: none"> Lesson Plan Review Tool for Inclusive Practice Example Artifact List for Inclusive Practice 	<p>Student Feedback Tools:</p> <ul style="list-style-type: none"> Student Feedback Discussion Protocol Alternative Strategies to Obtain Student Feedback Alignment between Inclusive Practices and the MA Model Survey Adapted Items from the MA Model Survey
<p>Common Assessments Tools:</p> <ul style="list-style-type: none"> Accessibility Review Tool Considering Growth Professional Judgment Guiding Questions Key Characteristics of Social and Emotional Learning 	<p>Administrator Evaluation Tools:</p> <ul style="list-style-type: none"> Superintendent Self-Assessment Master Schedule Review Staff Feedback Discussion Protocol What to Look For - School Level Administrator 	<p>Guiding Frameworks</p> <ul style="list-style-type: none"> Universal Design for Learning Positive Behavioral Interventions and Supports Social and Emotional Learning MA Educator Evaluation Framework

Guidebook document download



Building Evaluator Capacity: Educator Effectiveness Guidebook for Inclusive Practice

Questions?

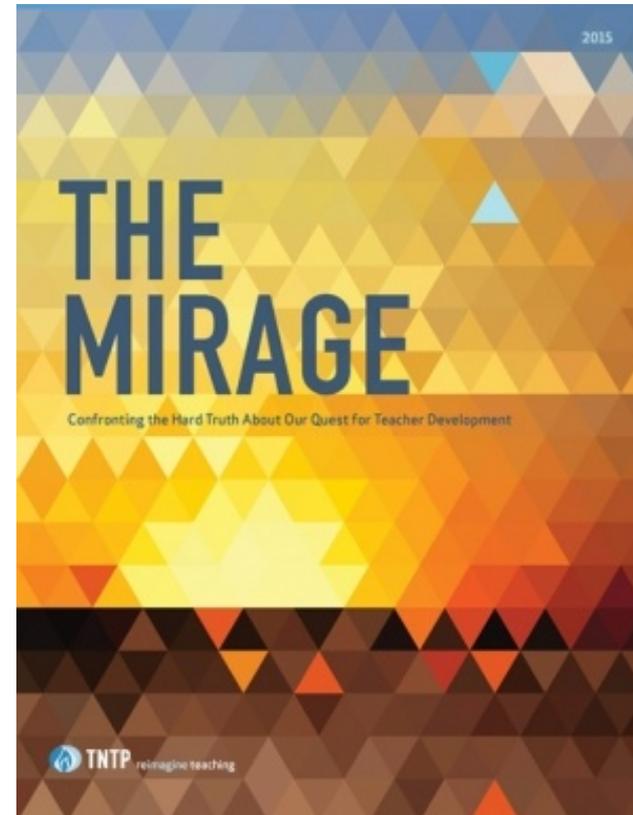
Feedback?

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Tracking outcomes of PD

What's the PD doing?



Tracking outcomes of PD

- ★ Can be a use of IIA funds
- ★ Part of the needs assessment cycle
- ★ Using previous outcomes → needs assessment → identifying optimal uses of funds
 - ★ → leveraging IIA for educator effectiveness
- ★ Qualitative and quantitative metrics



FITCHBURG PUBLIC SCHOOLS

PAULA GIAQUINTO, ASSISTANT SUPERINTENDENT



TITLE IIA

NOVEMBER 9, 2015

**HIGH QUALITY
PROFESSIONAL LEARNING
THROUGH
JOB-EMBEDDED
EDUCATOR DEVELOPMENT**

FPS PROFESSIONAL LEARNING



FPS THEORY OF ACTION

“A child learns well not by having a great teacher along the way but by having thirteen years of great teachers.”

- **By creating opportunities, processes and structures based on collaborative inquiry, that link teachers’ work to the delivery of standards-based curriculum, ALL teachers in our schools improve the learning for ALL students.**
- **All teacher actions are tied to meeting student achievement goals at the instructional core.**

FPS PROFESSIONAL LEARNING



What Is..... Job-Embedded Professional Learning/Development?

- **Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).**
- **It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010).**
- **JEPL/D is a shared, collaborative ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999).**
- **High-quality JEPD also is aligned with state standards for student academic achievement and related district and school improvement goals (Hirsh, 2009).**

(NSDC, Job-Embedded Professional Development Brief, 2010)

FPS: Snapshot of Components of the FPS Educator Development Plan



- ❖ **In-District Facilitator for Induction/Mentoring Program** Hot-topic workshops; Site-based small group and 1:1 coaching; Digital portfolios/presentations (Participants: 50+ hours; stipend or in-service credits)
- ❖ **Site-based Math, Literacy and Adv. Learners Coaches** 9-Day and on-demand 1:1 or team Coaching; Modeling strategies, content
- ❖ **Contractual/Negotiated Planning and PD** Weekly Common Planning Time K-8; Bi-weekly PLCs at HS; Monthly early-release days for data-driven Prof Learn based on site-based and/or district identified needs
- ❖ **Digital/ Electronic Bookstudy** To build large-scale, district-wide common understanding across cohorts of staff (15-hrs)
- ❖ **Learning Walks, Lesson Study and Laboratory Class** Continuous inquiry cycle: demonstration/peer-obs. of new adult learning in classroom practice; pre-planning and debriefing; data analysis; lesson and instructional revision and re-teaching (DSAC; Coaches; consultants)
- ❖ **Expert Consultants/Content Institutes** Strategic use of content experts (3-7 day Institutes; FPS staff for classroom-based follow-up)

FPS PROFESSIONAL LEARNING: Snapshot



INDUCTION/MENTORING PROGRAM

In-District Program HQPL Facilitator:

- **6 Hrs Orientation; 12 Hrs school/site-based Induction**
- **12-15 Hrs of on-demand and needs/data driven workshops**
- **20 Hrs of school/site-based 1:1 and/or small group mentoring**
- **20-30 Hrs to create and present individual Digital Portfolio: Consultation; Common template and Ed. Eval alignment; Presentation/celebration**
- **[Portfolio Example](#) [Portfolio Example 2](#)**

FPS PROFESSIONAL LEARNING



JEPL/D ALIGNMENT TO EDUCATOR EVALAUTION

- **Continuous cycle of collaborative inquiry is analogous to Ed. Eval. process, results in shifting ideas about Professional Practice**
- **Coaching grows self-empowerment: Self-assessment and peer consultation; collaboratively exploring problem-of-practice; data-driven based on student achievement; pre-plan, implement, de-brief, revise, re-try (modified Lesson Study)**
- **CPTs/PLCs: Provide weekly or bi-weekly sessions for low-risk team approach to improving collaboration in instructional planning, assessment/data analysis and action planning; ALL colleagues contribute; shared and common knowledge and expectations then observed during formal classroom eval. observations**
- **ALL PL/D ALWAYS examines and expects impact on/alignment to the Instructional Core and student impact**

FPS PROFESSIONAL LEARNING



“Even relatively high-performing schools and districts could benefit ... since the purpose is not just to improve practice and performance but to teach people in the organization how to think and act around learning for continuous improvement.”

(Dr. Richard Elmore, *Building a New Structure for School Leadership*, Shanker Institute, 2000)

Groton-Dunstable



Dr. Katie Novak
Asst. Superintendent
November 9, 2015

What the Data Told Us

Survey item	Spring 2014	Fall 2016
Sufficient resources are available for professional development in my school.	9.7%	
An appropriate amount of time is provided for professional development.	13.3%	
Professional development offerings are data driven.	18.0%	
Professional development opportunities are aligned with the school's improvement plan.	47.7%	
Professional development is differentiated to meet the needs of individual teachers.	10.4%	98.8%
Professional development deepens teachers' content knowledge.	27.9%	
Teachers are encouraged to reflect on their own practice.	65.7%	
In this school, follow up is provided from professional development.	22.6%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	22.6%	
Professional development is evaluated and results are communicated to teachers.	19.4%	
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	32.1%	
Professional development enhances teachers' abilities to improve student learning.	37.4%	

PD Initiatives

- **PD Committee:** partnership of Curriculum office and teachers to plan, implement, and assess PD offerings in G-D – release time for targeted PD written into grant.
- **Multi-part Series and In-service Courses:** our effort to maximize choice and empower colleagues to share content knowledge and instructional strategies in collaborative sessions. Stipends and supplies written into Title IIA.
- **Summer Graduate Courses:** earn 3 graduate credits in-house!
- **PD Book Clubs:** self-paced book clubs for all staff to earn PDPs when it's convenient for them. Use district funds.

Improved Professional Development



2015-2016

- We accepted Request for Proposals (RFP) for multipart series, in-service courses, and graduate courses until September 18, 2015.
- We are committed to evaluating ALL PD sessions and communicating results to participants.
- We will increase our PD offerings including graduate courses, PD book clubs, and in-service courses aligned to our district strategic plan.
- Focused PD for Unit D.
- [Develop PD Offering Catalogue.](#)

Reflection



- Title IIA funds have allowed us to build a collaborative PD program that uses evidence-based decision-making and distributes leadership to Unit A staff.
- We will continue to monitor and measure staff satisfaction of professional development using the TELL MASS survey items and most importantly, the impact on teacher practice and student outcomes using Educator Evaluation and student achievement/growth data.

Questions?



Thank you!

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