PART ONE OF A TWO-PART WEBINAR SERIES

Professional Development Redesign: Lessons From the Field

December 10, 2014
2:00pm – 3:00pm ET
Welcome!

Thank you for joining us for today’s webinar.

Vera Turner
AASA Project Manager
and Webinar Host
Logistics:

- Access the audio for today’s webinar either via your computer or phone.
Webinar Participation:

• We have allotted time for Q&A, but you can submit questions at any time.

• Please use the chat window to submit questions. In the dropdown menu, select “All Participants” and then type your question in the chat box.
Agenda:

• Overview
  – iPD Theory of Action
  – Key Early Themes
• Bridgeport Public Schools Case Study
• Jefferson County Public Schools Case Study
• Long Beach Unified School District Case Study
• Panel Discussion and Q & A
• Additional Resources
• Wrap Up
Presenters:

PANELISTS:
Bridgeport Public Schools (CT)
Frances Rabinowitz, Interim Superintendent
Teresa Carroll, Assistant Superintendent

Jefferson County Public Schools (CO)
Mary Beth Bazzanella, Director Educational Technology
Marna Messer, Assistant Director, Jeffco iPD

Long Beach Unified School District (CA)
Pamela Seki, Assistant Superintendent
Nader Imad Twal, Program Administrator, myPD

Leigh Parise, Research Associate, MDRC (NY)

MODERATOR:
Vera Turner, Project Manager
AASA, The School Superintendents Association (VA)
Leigh Parise,
Research Associate
iPD Theory of Action

EMPOWERED EFFECTIVE TEACHERS

IDENTIFY PD NEEDS
PERSONALIZE PD PLAN
DELIVER MULTI-MODAL PD
PROVIDE CONTINUOUS FEEDBACK

RESOURCE OPTIMIZATION
SUPPORTIVE POLICIES
DELIVERY INFRASTRUCTURE
DATA INFRASTRUCTURE
HIGH QUALITY DIGITAL CONTENT AND TOOLS
LEADERSHIP CAPACITY
iPD Theory of Action

Changes in teacher PD experience

1. Increased engagement in PD
2. Increased social capital
3. Improved instruction

MDRC’s research examine systems changes and outcomes
Key Early Themes:

• Teachers report valuing collaboration with colleagues and desiring more time for PD

• Principals report needing additional support identifying teacher PD needs, ensuring PD matches needs, and supporting what teachers learn in PD
Key Early Themes:

• Many iPD districts are working to find more time for PD and determine how to ensure PD addresses teacher needs

• Emerging tensions in iPD implementation:
  • Balancing individual and collective needs
  • Aligning iPD initiative—driven at district level—with what happens at school
Bridgeport Public Schools:

Frances Rabinowitz
Interim Superintendent

Teresa Carroll
Assistant Superintendent
District Overview:

- 20,991 students
- 100% eligible for free / reduced meals
- 2012 District Graduation Rate: 66%
- 2013 District Grade 10 Students Proficient or Above in Math: 33%
- 2013 District Grade 10 Students Proficient or Above in Reading: 38%
**Program Overview:**

- Redesigned schedule for grades 9 and 10 at our three comprehensive high schools.

### Sample Teacher Schedule

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<tbody>
<tr>
<td>Per. 1, 2 and 3</td>
<td>Humanities (English 9, World Civilization and Lab)</td>
<td>Humanities (English 9, World Civilization and Lab)</td>
<td>Professional Learning Day</td>
<td>Humanities (English 9, World Civilization and Lab)</td>
<td>Humanities (English 9, World Civilization and Lab)</td>
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<td>Per. 4</td>
<td>Planning Period</td>
<td>Planning Period</td>
<td>Planning Period</td>
<td>Planning Period</td>
<td>Planning Period</td>
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<tr>
<td>Per. 5, 6 and 7</td>
<td>Humanities (English 9, World Civilization and ELA Lab)</td>
<td>Humanities (English 9, World Civilization and ELA Lab)</td>
<td>Humanities (English 9, World Civilization and ELA Lab)</td>
<td>Humanities (English 9, World Civilization and ELA Lab)</td>
<td>Humanities (English 9, World Civilization and ELA Lab)</td>
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## Program Overview:

### Sample Student Schedule

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<tbody>
<tr>
<td><strong>Per. 1, 2 and 3</strong></td>
<td>Humanities (English 9, World Civilization and Lab)</td>
<td>Humanities (English 9, World Civilization and Lab)</td>
<td>Physical Education</td>
<td>Humanities (English 9, World Civilization and Lab)</td>
<td>Humanities (English 9, World Civilization and Lab)</td>
</tr>
<tr>
<td><strong>Per. 4</strong></td>
<td>Spanish 1</td>
<td>Spanish 1</td>
<td>Spanish 1</td>
<td>Spanish 1</td>
<td>Spanish 1</td>
</tr>
<tr>
<td><strong>Per. 5,6 and 7</strong></td>
<td>STEM (Algebra 1, Physical Science and Lab)</td>
<td>STEM (Algebra 1, Physical Science and Lab)</td>
<td>Theatre</td>
<td>STEM (Algebra 1, Physical Science and Lab)</td>
<td>STEM (Algebra 1, Physical Science and Lab)</td>
</tr>
</tbody>
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Program Overview:

• Expand runs of learning time for students

• Extend support / enrichment time for students in the four core academic areas

• Expand professional learning opportunities for teachers to one full day a week

• Build a collaborative teaching network
Strategies:

• Provide a scope of personalized learning opportunities for teachers including: collaborative planning with colleagues, classroom embedded support from coaches and consultants, blended learning

• Sustained integration of Common Core Standards in professional learning

• Support for new teachers, student teachers and interns
Results:

• Strengthened professional culture

• Collaboration across schools and disciplines

• Emerging teacher leaders

• Deeper knowledge of students as learners

• Deeper knowledge and implementation of Common Core Standards

• Teacher developed curriculum

• Improved course passing rates (4%) - year one.
Jefferson County Public Schools:

Mary Beth Bazzanella
Director, Educational Technology

Marna Messer
Assistant Director, Jeffco iPD
<table>
<thead>
<tr>
<th><strong>Mission</strong></th>
<th>Our mission is to provide a quality education that prepares all children for a successful future.</th>
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</thead>
</table>
| **Demographics** | 155 schools and many programs on 168 campuses.  
86,574 Students of which 34% qualify for free and reduced lunch  
4,250 Teachers of which 99.86% are highly qualified |
| **Achievement** | Meeting Colorado State expectations for overall achievement and for graduation requirements  
Approaching Colorado State expectations for closing achievement gaps  
Graduation Rate in top 10% of the 50 Largest Districts |
Jeffco iPD

Personalized Learning Goals
Personalized learning goals are collaboratively developed utilizing self-assessments, teacher evaluations, and student data. Personalized learning goals are aligned to district and school goals and comprise 50% of the teacher's evaluation.

Continuous Feedback
The continuous feedback process is rooted in shared ownership. Teachers engage and reflect on feedback from a variety of sources related to their goals. In addition, they provide PD feedback to influence the system.

Personalized Learning Plan
Teachers collaboratively develop personalized learning plans to actualize learning goals. Throughout process, teachers progress monitor goals based on benchmark data.

Differentiated Multi-Modal PD
Developed and designed by teachers based on teacher input and preferences. Some examples include online, blended, and face-to-face, video observations, earbud and virtual coaching, mini modules, and lesson studies.

Outside circle is representative of both supports available to teachers and teacher leader opportunities.
Flipping Our PD Model:

1. **District Identifies needs**
2. **Training of School and Teacher Leaders**
3. **Teachers receive training**
4. **Teacher and School identifies needs**
5. **Support through School and Teacher Leaders**
6. **District supports professional learning development and implementation**
Teacher Voice, Choice and Leadership

- Teacher **voice** in prioritizing PD needs and offerings
- Teacher **choice** in multimodal learning opportunities
- Teacher **leadership** in supporting peer learning and implementation and observation
Meeting the high expectations of New Standards

- Curating and creating resources
- Implementing tools for effective lesson design and formative assessment
- Collaborating, creating and sharing lesson plans through our online planning tool
As a Jeffco Teacher, I can ... 
• Create a personalized goal aligned to student growth and my evaluation rubric. 
• Create an Action Plan to help me reach my goal. 

Then I can Share my goals with my peers, coach, or evaluator.
In Jeffco, my professional learning is based on my needs.

- I can choose Professional Learning from a District Bank or from a Recommended list
- I can document the professional learning I have participated in

I can also influence the professional learning offerings through requests
Capacity Building

Job embedded support for teachers:

- Just in time and relevant professional learning
- Professional learning Implementation support
- Teacher leadership skill development
- District-teacher and District -school partnership learning
Early Results:

- More than 12,000 Unit Plans created, shared or collaborated on by teachers through our online curriculum tool

- Over 100 professional learning resources created and curated for the Classroom Dashboard

- Feedback and iPD surveys indicate teachers have increased participation and excitement in
  - developing professional learning for colleagues
  - sharing and leading the work in their building and district
“This is some of the best PD I've had in my 15 years of teaching.”

“It was nice to be able to invite my colleagues to come watch me and have them learn from my PD experience.”

“In the past when I have attended trainings, it was always based on the district goals. This is the first experience that was truly about what I needed, not what the district thought I needed.”

“I'm excited to learn what comes of our suggestions and ideas. I want PD right now that fits my needs.”

“It was nice to be able to invite my colleagues to come watch me and have them learn from my PD experience.”
Long Beach Unified School District:

Pamela Seki
Assistant Superintendent, Curriculum, Instruction & Professional Development

Nader Imad Twal
Program Administrator, myPD
District Overview:

LBUSD Demographics

English Learners – 21.3%

Low SES – 62% (Free & Reduced Lunch)

<table>
<thead>
<tr>
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<th>District (2013-2014 CBEDS Data)</th>
<th>County (2012-2013 CBEDS Data)</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>165</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>6,056</td>
<td>7.3%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1,333</td>
<td>1.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2,692</td>
<td>3.3%</td>
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<tr>
<td>Hispanic or Latino</td>
<td>44,432</td>
<td>53.8%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12,103</td>
<td>14.7%</td>
</tr>
<tr>
<td>White</td>
<td>12,027</td>
<td>14.6%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1,321</td>
<td>1.6%</td>
</tr>
<tr>
<td>None Reported</td>
<td>2,395</td>
<td>2.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82,524</td>
<td>100%</td>
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myPD Systems Map

A personalized, NOT individualized professional learning system.
Strategies:

#listenfirstdesignsecond

Learning about the audience for whom you are designing

Redefining and focusing your question based on your insights from the empathy stage.

brainstorming and coming up with creative solutions.

Building a representation of one or more of your ideas to show to others

Returning to your original user group and testing your ideas for feedback.
Use Cases

Johnny Confident

Eve A. Ridge

Bea Anne Inspiration

Principal Ian O. Vayter

The Ritz Carlton
Three biggest “lifts” this year...

1 – Strategic Monitoring and Adjusting PDMS Configuration

2- Configuring and training staff in the myPD Professional Development Management System.

3- Training stakeholders a Common Language and Common Expectation of innovative Professional Development District-wide.
Cross Functional Team
“Keeping the Empowered, Effective Educator at the Center of Design”

• The CFT serves as an extension of the teacher focus groups convened during the planning process (Short Term).

• CFT members serve as PDMS “power users” and “early adopters” to inform our whole scale roll out (Long Term).
Follow Us: @LBiPD
Results:

Data & Systems Analytics: myPD Users

- Total: 7,709 Users
  - Classified Staff: 2,812
  - Certificated: 4,580
  - Other: 316
Q & A:

Panel Discussion

Join in the conversation.
Submit your questions using the chat feature.
Resources:

Contact Information:

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Leigh Parise, Leigh.Parise@mdrc.org
Vera Turner, vturner@aasa.org
Resources:

**Additional Resources:**

AASA, The School Superintendents Association
Superintendent Leadership for iPD Assessment and Redesign Initiative
[www.aasa.org/iPD.aspx](http://www.aasa.org/iPD.aspx)

iPD Courageous Leadership Conversations Videos
Available March 2015
Upcoming Events:

AASA WEBINAR
Part 2: Professional Development Redesign: Lessons From The Field
May 13, 2015; 2:00 to 3:00pm ET

iPD THOUGHT LEADERS SESSION: Thursday, February 26, 2015; 10:15-11:15am
iPD WOKSHOP: Thursday, February 26, 2015; 1:15 – 2:15pm
Register for Conference: http://nce.aasa.org/register/
Thank you for your participation!