



**Office of School Performance & Accountability | Office of Academics**

Department of Coaching & Induction

Department of Teacher Professional Learning & Growth

Department of Professional Development Standards & Support

# Supporting HQI through Professional Learning

# Interim Updates

## Today's Topics

Inducting New Teachers

Focusing Professional Learning to improve student outcomes

Professional Learning summaries from SY 2016-17 and Summer 2017

Areas of Focus for SY 2018-19

Professional Learning Communities



# TIF ACADEMY SUMMER STANDARDS AND SHIFTS PROFESSIONAL LEARNING

During Winter and Spring 2016-17, major efforts to address **AdvancED Findings (Indicator 5.3)** and improve the professional learning implementation of Standards and Shifts occurred. *TPLG attended Standards Institute and developed a series of personalized PD Standards and Shifts courses.*

What did we hear?





# SEASONS OF LEARNING

## 16-17 Seasons of Learning

- ⑩ Week-long, collaborative summer institute
- ⑩ Over 1000 participants
- ⑩ Content, pedagogy, technology strategies

## 17-18 Seasons of Learning

- ⑩ Year-round, ongoing professional learning
- ⑩ Continuation of Summer Institute 2017
- ⑩ Fall 10/20/17, Winter 1/8/18, Spring 3/23/18, 2018 Summer Institutes

## Standards Task Force

- ⑩ District and school-based teacher leaders
- ⑩ BCPS Professional Learning Facilitator trained
- ⑩ Florida Standards trained

## Summer Standards Institute

- ⑩ Led by Standards Task Force
- ⑩ Ensures coherent, relevant standards-based instruction District-wide



# REVISED NEW TEACHER ACADEMY (NTA)



- \* Expanded # of days for teachers to learn, grow and apply new knowledge and skills
- \* Imbedded follow-up activities in Canvas
- \* Added online Sanford Inspire Online models for continuous improvement
- \* **Heavily focused learning on Content, BAS, Standards and Pedagogy based on our needs assessment**

## Preliminary Data Collected:

- Over 90% of the participants completed the end-of-session survey
- Over 98% of the participants responded positively to the experience at NTA and their learning
- We increased the # of participants attending NTA by more than 20% year over year



# NEW SUBSTITUTE TEACHER NETWORK HUB

**Belief Statement:** BCPS Substitute Teachers and their professional learning is an important investment in our district and students success.

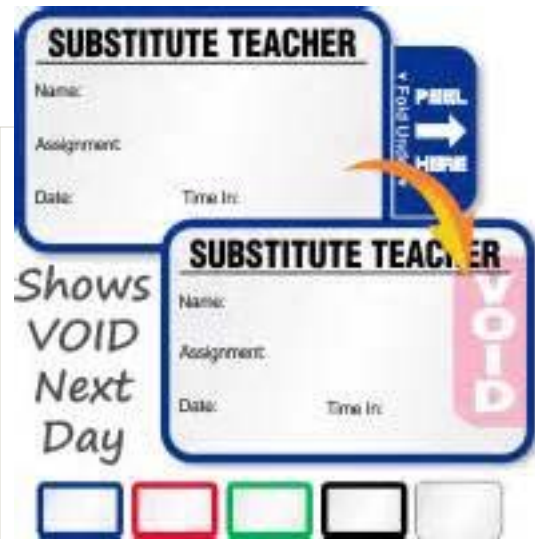
## What's New

A revised Substitute training program that's focused on professional learning.

## What's Different

Professional learning that inspires these educators to be a part of a professional learning network that supports life long learning..

" THERE IS NO SUBSTITUTE FOR EXPERIENCE... "



## Focused Support

- \* Classroom Management
- \* SEL
- \* Differentiation
- \* Instructional Strategies

## When/How

- \* Blended Learning
- \* Canvas
- \* Sanford Inspire



# PEERS IN PUBLIC PRACTICE GRANT BRIDGE TO PRACTICE



**Peers in Public Practice** is a partnership grant between the Department of Teacher Professional Learning & Growth and Broward Education Foundation that provides opportunities for teachers to observe, discuss, and collaborate with highly effective classroom teacher leaders on targeted strategies and practices that meet the unique needs of teachers.



# SANDFORD INSPIRE - INTEGRATION OF BLENDED & ONLINE LEARNING

BCPS has partnered with Sandford Inspire to provide On-Demand Modules for all educators that provides them with an opportunity to engage in meaningful online courses that improve teacher efficacy.

## Learning Environment:

- Safe & Welcoming Environment
- Classroom Procedures
- Managing Student Behavior
- Child Well-Being

## Professional Practice:

- Reflective Practitioner
- Professional Conduct
- Culturally Responsive Pedagogy

## Planning and Delivery:

- Elements of Delivery
- Checks for Understanding
- ELL
- Backwards Design
- Differentiation
- Components of Inquiry

## Student Growth & Achievement:

- Setting Goals
- Tracking Progress
- Authentic Assessment





# KEYSTONES PERFORMANCE TASK

## Our theory of action...

If...

- Experts throughout the system develop PTs that are standards-aligned and provide a deep understanding of student learning and mastery of outcomes
- School teams are supported to implement PTs to provide students with an engaging atmosphere that is conducive to real-world learning
- Families and the community are empowered to hold schools accountable to effective implementation

Then we will see....

- Engaged students who are active participants in their learning
- Teachers becoming connector versus focal point of learning
- Families and the community are regularly involved in discussion of instruction and student achievement

And the impact will be

- Increased student engagement and mastery of the standards, leading to authentic real world deliverables.
- High-quality instruction that fosters significant progress in student achievement outcomes.

*Broward County Public Schools TOA 2017*

# KEYSTONES

## Our End State

- Engage in rigorous tasks and application of real world problems
- Develop and ask their own questions that lead to viable arguments
- Engage in cooperative learning that generates autonomous learning
- Learn from their peers
- Use evidence to support their answers
- Teachers will be able to . . .
- Become connectors versus focal points of learning
- Given time to collaborate with each other and use student artifacts to calibrate
- Stakeholders will be able to . . .
- Identify successful learning
- Collaborate with and amongst each other in collegial discourse



### Here's A Performance Task Example

**What:** As one of a team of cultural anthropologists, analyze the interactions of the early European settlers and American Indians.

**Why:** In order to understand that:  
Interaction between different groups may lead to cultural diffusion.

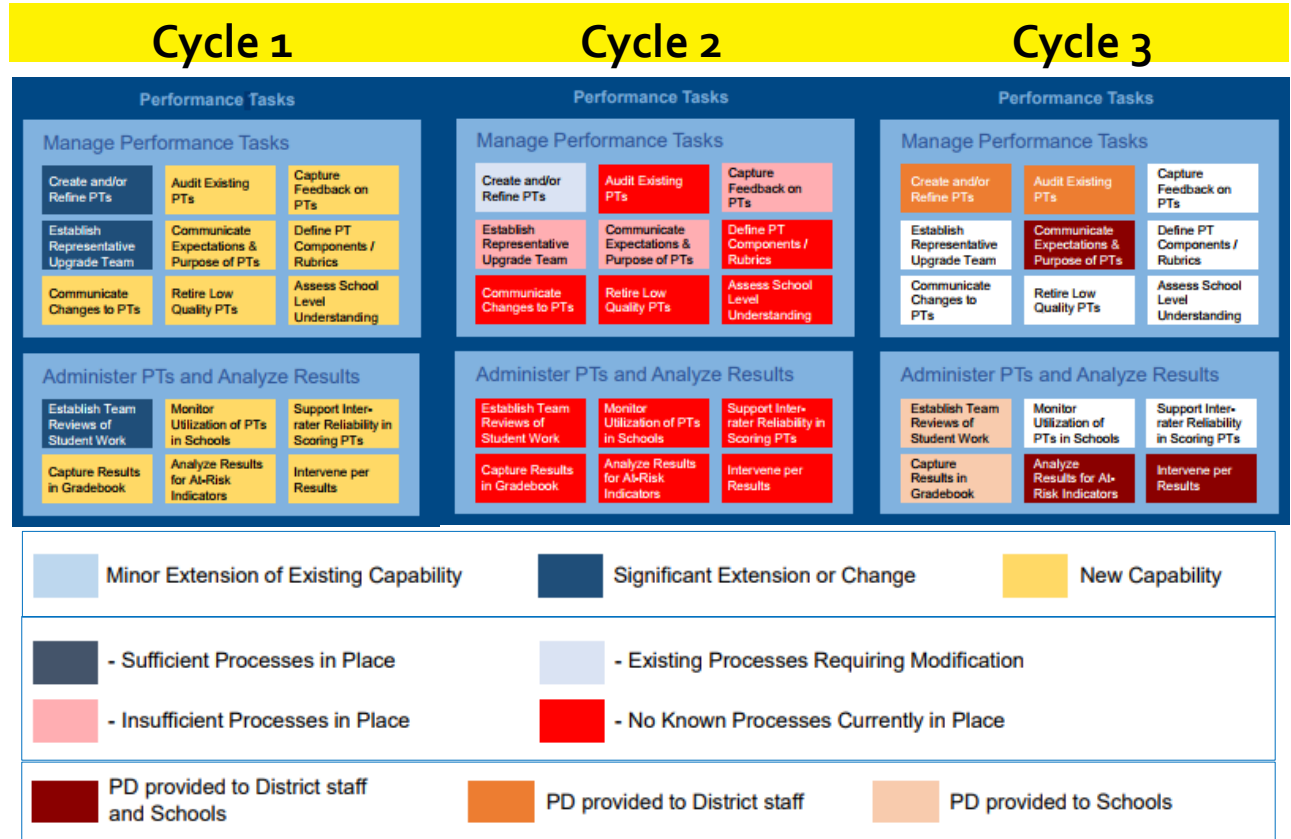
**How:** Research one aspect of early Native American Indian and European culture (history, arts, religion, government, daily living, land use, ) before and after the interaction between the groups. Drawing from your research, write a case study describing the obvious impacts or influences that these merging cultures have had on each other over time. As one member of the anthropological team, present an insightful and powerful speech to the state historical society, using visuals or multi-media, detailing the positive and negative lessons to be learned from the historical study of merging cultures.

Florida Department of Education

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# Capability Model





# PROFESSIONAL LEARNING FACILITATOR

PLF Qualification



Designing & Presenting Professional Learning



BCPS Facilitating Professional Learning



Professional Learning Facilitator Credential

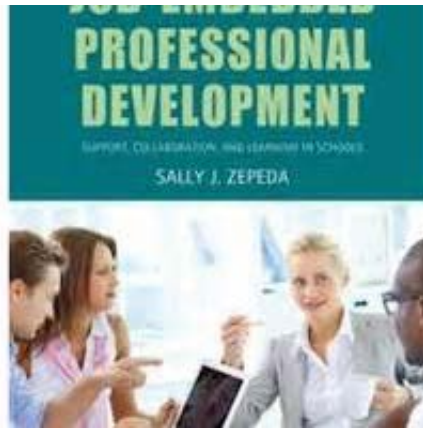


# TPLG DATA DRIVEN PERSONALIZED PROFESSIONAL LEARNING SUPPORT CYCLE

Personalized Professional Learning *starts with*....

## Needs Assessment

- Review and analyze school data from multiple sources
- Identify trends and patterns in school data
- Develop/Review School Goals
- Customize Professional Learning



## Job-Embedded PD

1. Examine student data
2. Case Studies
3. Classroom observations
4. Develop formative assessments
5. Action research
6. Lesson planning with colleagues
7. Peer or expert coaching
8. Book studies

## Results-Driven

- What are students expected to know and be able to do?
- What must educators know and be able to do to ensure student success?
- What professional development must be offered to enable educators to develop the knowledge and skills needed to produce the results they want for students?

## Standards-Based

- **Context:** How is the organization structured to support adult learning?
- **Process:** How is learning structured to support adult acquisition of new knowledge and skills?
- **Content:** What knowledge and skills must educators learn to produce higher levels of learning for all students?

## Professional Learning should be...

Content Rich

School-Centered



# DATA-INFORMED PROFESSIONAL LEARNING

## Professional Learning Communities

- In 2016-2017, all elementary, middle and high schools proposed PLCs
- 85 PLC Facilitators, 276 IFs completed PD (85% Very Satisfied)
- 16,147 teachers completed PLCs (93%), with 642,644 total points awarded
- 80% of teachers were Satisfied or Very Satisfied with support provided

## Professional Learning Facilitators

- Over 300 staff engaged in the PL Facilitator application process
- 246 completed BCPS PL Facilitation (137 District, 109 School-based)
- 98% said they would recommend the workshop to others

## Seasons of Learning: Year-Round PD

- 66% of teachers surveyed wanted to attend a summer PD institute
- 51% of teachers want curriculum/content in support of Standards
- Participation increased 49%, from 703 in 2016 to 1,047 in 2017

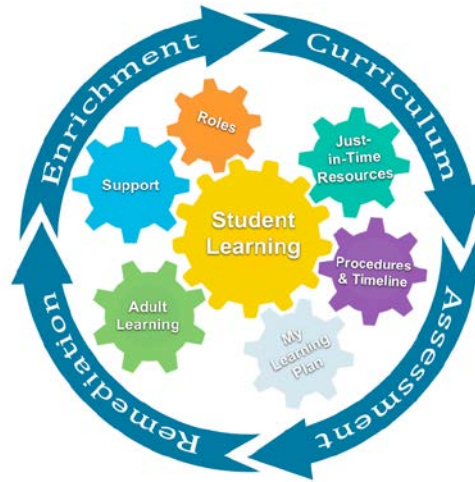


# PROFESSIONAL LEARNING COMMUNITIES

## Teacher Leaders

Facilitating Authentic Professional Learning Communities

- Facilitating Authentic PLC Forums



## School Leaders

Leading Authentic Professional Learning Communities

- Facilitating Authentic PLC Leader Forums

## TIF Schools

Facilitating Authentic PLCs- TIF Peer, Lead, and Master Teachers

PLC Model Schools Recognition Program

## District Leaders

Facilitating Authentic District/Department PLCs



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