Office of School Performance & Accountability | Office of Academics
Department of Coaching & Induction
Department of Teacher Professional Learning & Growth
Department of Professional Development Standards & Support
Department of Elementary Learning
Department of Secondary Learning

Supporting HQI through Professional Learning

Established 1915
BROWARD
County Public Schools

Interim Update

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

Coach Credentialing and Partnerships

Pedagogy and Content Support by Grade Band

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

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

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

Summer Standards Institute
- Led by Standards Task Force
- 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
* Embedded 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.
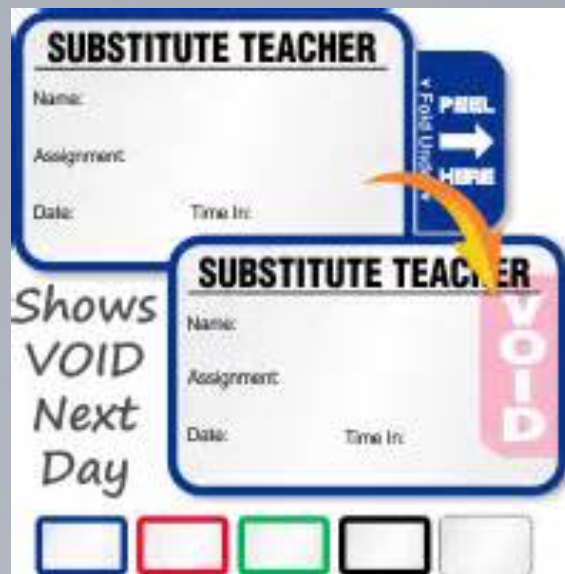
What's New
A revised Substitute training program that's focused on professional learning.

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... "

SUBSTITUTE TEACHER
Name:
Assignment:
Date: Time In:

PEEL HERE

SUBSTITUTE TEACHER
Name:
Assignment:
Date: Time In:

Shows VOID Next Day

VOID

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

Broward County Public Schools TOA 2017

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.

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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

KEYSTONES

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.

Capability Model
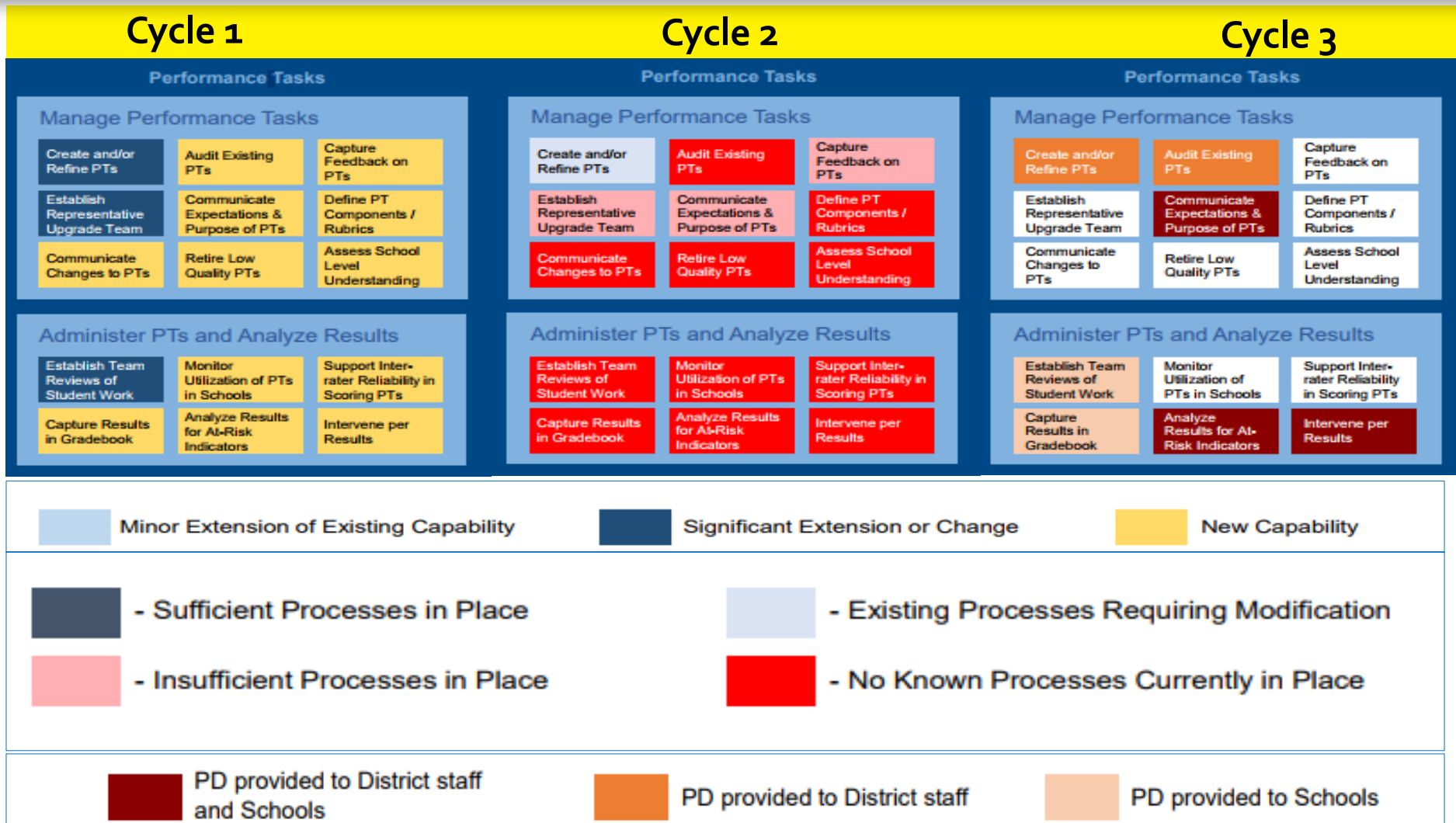
PROFESSIONAL LEARNING FACILITATOR

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

PROFESSIONAL DEVELOPMENT
SUPPORT, COLLABORATION, AND LEARNING IN SCHOOLS
SALLY J. ZEPEDA
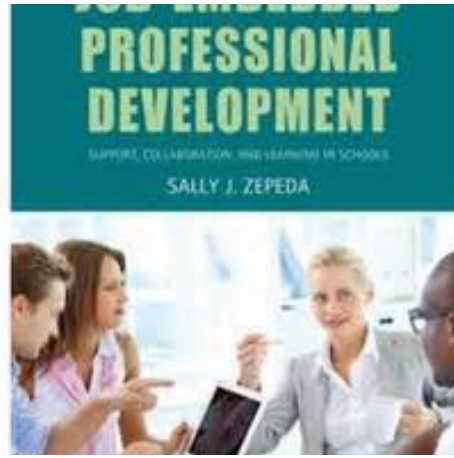
Job-Embedded PD

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
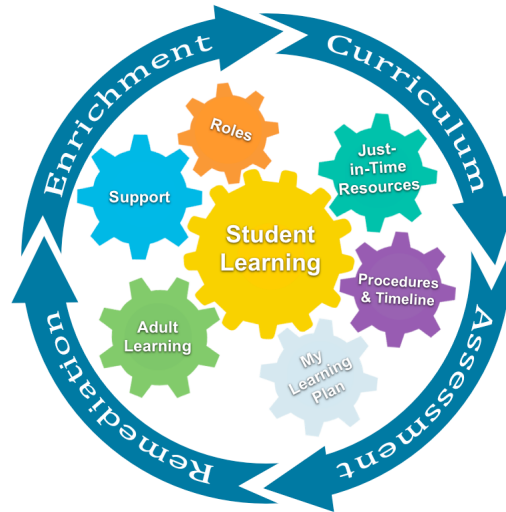- Participation increased 49%, from 703 in 2016 to 1,047 in 201

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

Coach Credentialing

COACH CREDENTIALING

- Over 400 coaches credentialed
- Job embedded support
- Use data to drive instruction
- Strategic coaching cycles
- Induction support for new teachers
- Increase in student achievement

TEACHER CAREER CONTINUUM

- 98 Master, Lead and Peer Teachers
- Teacher Leader Summer Academy
- Facilitate school staffing innovations
- Strengthen the teaching profession
- Provide needed to support to peer
- Build teacher capacity

Educational Equity Partnership Program

FAU TEACHER RESIDENCY

- Five modules of learning
- Cultural equitable teaching practices
- Multicultural educator preparation
- All level College Tours
- Teacher/student teaching laboratories

EQUITY PEDAGOGY TRAINING

- Issues of biases, equity, and expectations
- Cultural proficiency on poverty & equity
- Culturally relevant learning environments
- "Achievement gap" & "Opportunity gap"
- Address biases that informs how we teach

Center for Educational Leadership

- A common language and shared vision for high-quality instruction
- Nonjudgmental methods for observing and analyzing instruction
- Transformative skills in providing targeted feedback and planning PD
- A collaborative professional learning community focused on student learning
- A broader, deeper culture of public practice
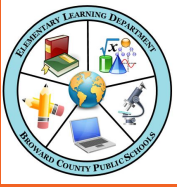
Elementary Learning Department

Needs Assessment for Coaches/Contacts

- Needs Assessment Conducted for Literacy, Math, and Science Coaches/Contacts
- Professional Development Analysis of School-Based Coaches/Contacts Capacity to Support Schools

Revised Professional Learning Opportunities

- All professional learning opportunities revised to reflect deeper connections to the Standards
- ELA PD revised to incorporate the integration of Social Studies
- Ongoing District Evaluation of Professional Development Offerings, Specialized Support, and Impact

Tiered Support to Schools

- Tier 1 – District Professional Learning (Differentiated Models); Monthly Principal Cadre and Sub-Cadre Professional Development
- Tier 2 – School-based Follow-up Implementation Support; Collaborative Departmental/Division Support
- Tier 3 – Personalized Support
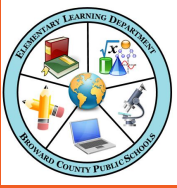
Elementary Learning Department - Coach/Contacts Needs Assessment Results

English/ Language Arts

- Using formative data to develop and implement differentiated small group guided reading instruction, daily interactive read aloud and close reading experiences
- Implementing independent and peer collaborative authentic work activities for language arts/literacy centers
- Developing authentic performance tasks that integrate LAFS, across content areas (social studies, science, and math) and interdisciplinary units of study

Math

- Clear knowledge and understanding of how to develop authentic Mathematics work activities
- Developing authentic performance tasks that integrate the Mathematics Florida Standards across Content Areas (Social Studies/Science/ELA)
- Selecting and utilizing a variety of resources, including manipulatives, to develop whole group, small group, and independent teaching and learning experiences

Science

- Content-based professional development rooted in the depth and rigor of the Standards as needed
- Support for appropriate, easy to implement, organize, and manage resources for hands-on learning (labs)
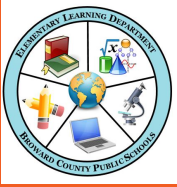
Elementary Learning Department - Revised Professional Learning and Support

Standards

- Deeper focus on the rigor embedded in the standards along with the shifts across all content areas

School Support Plans

- Integrated, ongoing support and follow up across all content areas
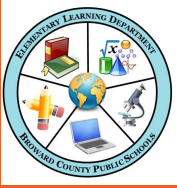- Collaborative with school and District administration

Integration & Blended

- Blended ELA & Math Standards with Science & Social Studies
- Online and blended opportunities

Evaluation & Impact

- Evaluation of Department Professional Development and Support
- Determination of impact on teacher effectiveness and student achievement

Elementary Learning Department - Tiered Support

Tier One

- Professional learning and support for all school-based instructional and administrative personnel
- School Requests Online
- Database Management/Tracking System
- Face-to-face and distance learning models
- District resources and coach meetings

Tier Two

- School-based follow-up visits by instructional specialists to assist in the implementation of the newly acquired strategies and skills from Face-to-Face Professional Development
- Collaboration with school-based instructional, support, and administrative personnel in the development of School Support Plans

Tier Three

- Personalized learning for instructional personnel based on specific needs
- Deemed by collaborative efforts with Elementary Learning Administrators, school-based instructional, administrative personnel, & other Departments

SUPPORTING HQI THROUGH PROFESSIONAL LEARNING

DATA-INFORMED PROFESSIONAL LEARNING

Teacher Support

- In 2016-2017, all middle and high schools were supported by a Secondary Learning IS/Curriculum Supervisor
- Over 80% of the teachers surveyed indicated they Agree or Strongly Agree they were satisfied with the service provided.
- Over 80% of the teachers surveyed indicated they Agree or Strongly Agree that the service provided by Secondary Learning had a positive impact on their professional practice.

Department Head/Content Coach Support

- Over 40 Department Head/Coaches meetings with approximately 35 participants each
- Over 80% of the department heads indicated they Agree or Strongly Agree that the Secondary Learning Department's communication was ongoing and consistent.

School Administration Support

- Monthly Secondary Sub-Cadre meetings (MS and HS), trained all secondary principals as well as selected teacher leaders.
- Over 80% of administrators indicated that the Sub-Cadre sessions increased their knowledge towards the shifts and standards.
- Over 80% of administrators indicated that they Agree or Strongly Agree that the support they received from Secondary Learning positively impacted their school environment.

Secondary Learning Professional Learning Support

The Department of Secondary Learning provides continuing support to Broward County Public Schools via a three-level model. This model defines the levels of support as follows:

Level 1 consists of professional learning opportunities, training, and support for all school-based instructional and administrative personnel which should include: school leadership team, content coach, department chair, and media specialist. This level is offered via face-to-face and distance learning models. Additionally, District resources and coach/department chair meetings also support Level 1.

Level 2 consists of school-based follow-up visits by instructional and technology facilitators to assist in the implementation of the newly acquired strategies and skills as well as close collaboration with school-based instructional and administrative personnel.
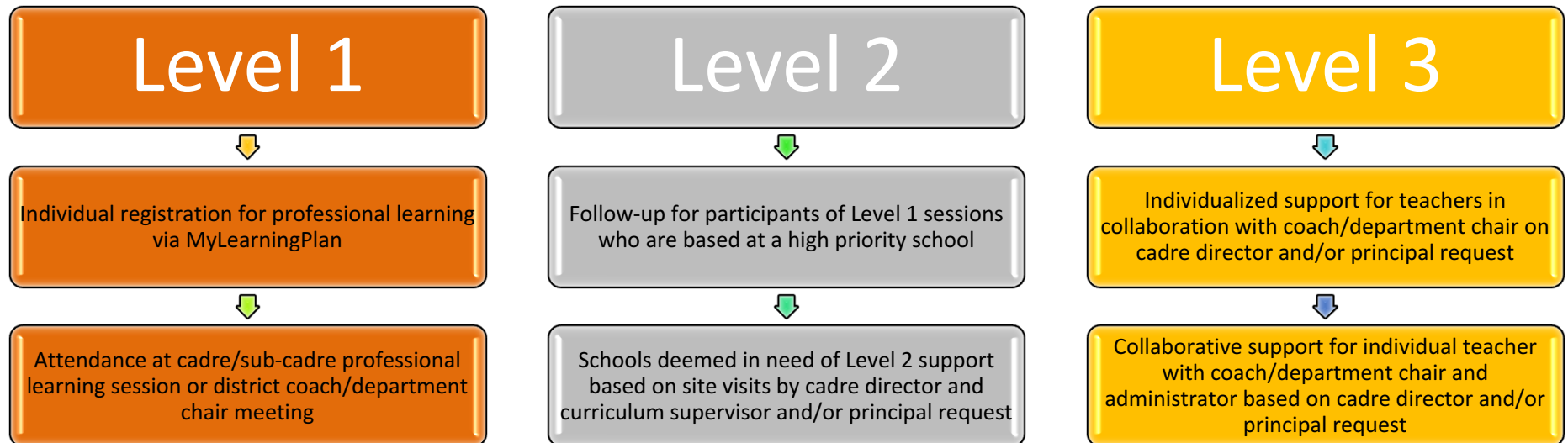
Level 3 consists of personalized learning for instructional personnel based upon specific needs as deemed by school-based instructional and administrative personnel.

Secondary Learning Professional Learning Support

Level 1

- Professional learning on:
  - Instructional strategies for immediate classroom implementation
  - District initiatives
  - District adopted core and supplemental resources
- District coach/department chair meetings
- District curriculum resources

Level 2

- Collaboration with school-based instructional and administrative personnel
- Follow-up support to District professional development
- School/classroom assistance with instructional strategy implementation
- Assisting school administration with content "look – fors"
- Content support for ongoing school PLCs

Level 3

- Collaboration with school-based instructional and administrative personnel
- Coaching on the modeling process with instructional and administrative personnel
- One-to-one support for classroom teachers

Secondary Learning Professional Learning Support

| Level 1	Level 2	Level 3
Individual registration for professional learning via MyLearningPlan	Follow-up for participants of Level 1 sessions who are based at a high priority school	Individualized support for teachers in collaboration with coach/department chair on cadre director and/or principal request
Attendance at cadre/sub-cadre professional learning session or district coach/department chair meeting	Schools deemed in need of Level 2 support based on site visits by cadre director and curriculum supervisor and/or principal request	Collaborative support for individual teacher with coach/department chair and administrator based on cadre director and/or principal request

Level 1: Support is District-wide and based on the individual registration for professional learning.

Level 2: Support for professional learning participants who are based at high priority schools. Arrangements for follow-up support visits are made by the facilitator via the MyLearningPlan email system. Support deemed necessary by cadre director or principal is arranged via appropriate curriculum supervisor according to content areas.

Level 3: Support is arranged between cadre director or principal and appropriate supervisor or Director of Secondary Learning.

Cohesion Circle
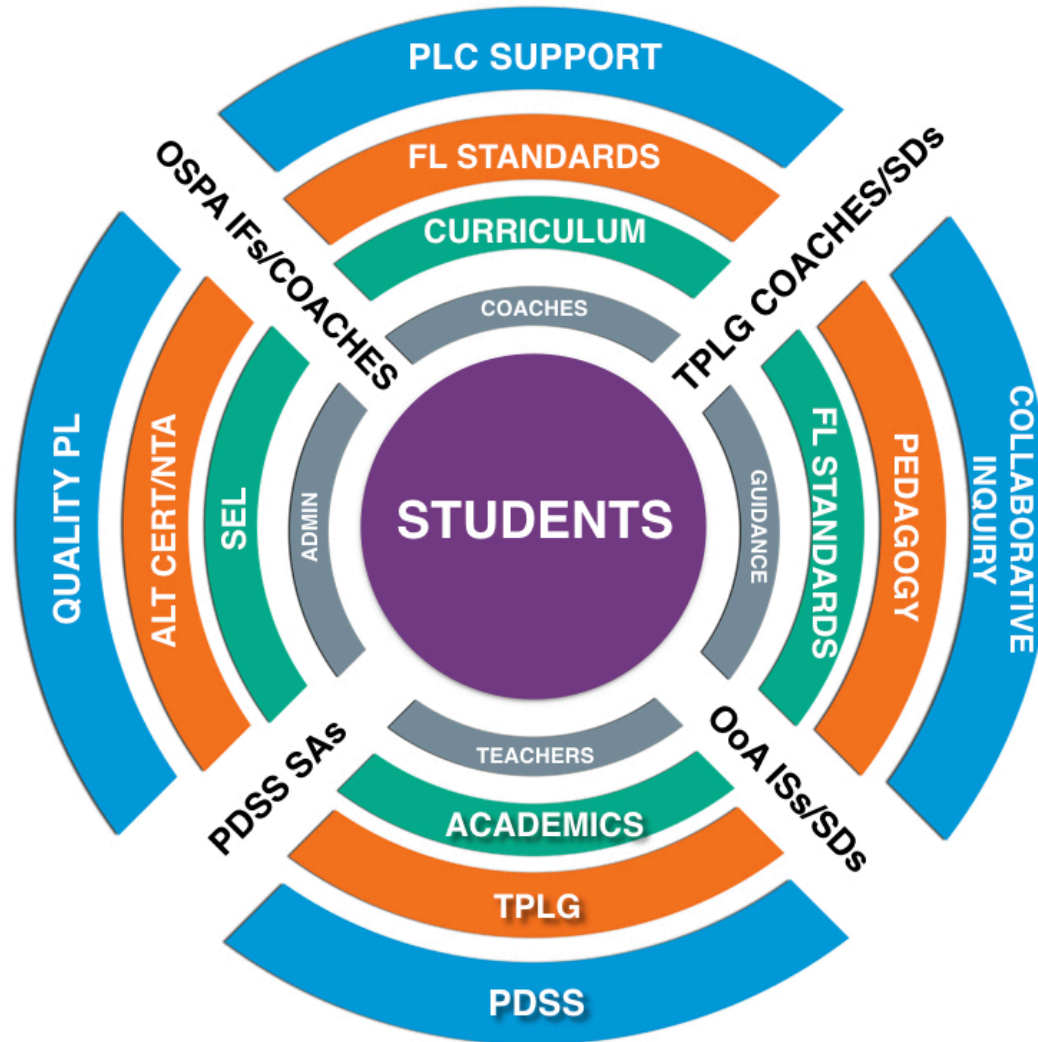
The School Board of Broward County, Florida