OFFICE OF SCHOOL PERFORMANCE AND ACCOUNTABILITY

PROFESSIONAL LEARNING FOR ALL UPDATE

Office of School Performance and Accountability

Office of Academics

Established 1915

BROWARD
County Public Schools

PROFESSIONAL LEARNING FOR ALL
Agenda

1. SURVEYS AND LISTENING TOUR

2. EFFECTIVE MODELS OF JOB-EMBEDDED PROFESSIONAL LEARNING

3. TOTAL COST OF PROFESSIONAL LEARNING

4. RETURN ON INVESTMENT

1. SURVEYS AND LISTENING TOUR

- Gauge the needs and opinions of teachers, administrators, and non-instructional, staff; prepare for statewide evaluation protocol.

- **Purpose:**

  - Stakeholder feedback to inform the Strategic Plan Initiative PL for All

- **Professional Learning Surveys, Fall 2019:**

  - School-based Instructional and Administrative Staff (anonymous)

  - Non-Instructional Staff (anonymous)

- **Listening Tours:**

  - Series of interactive polling sessions with instructional and non-instructional staff

1. SURVEYS AND LISTENING TOUR

Online Survey of School-based Staff, Fall 2019 (n = 3,634)

Horizontal stacked bar chart showing survey responses:

Statement	Strongly Agree or Agree	Disagree or Strongly Disagree
PL opportunities available to me reflect learning needs of educators and students at my school.	88%	12%
PL includes opportunities to collaborate, share & test ideas, challenge each other's perspectives, & process new information together.	89%	11%
PL opportunities support educators to develop, expand and deepen learning over time.	86%	14%
Ongoing support is provided to help educators use PL content to adjust & inform teaching practices.	84%	16%
Leaders use data to ensure PL opportunities enhance educator practices & contribute to improved student outcomes.	87%	13%

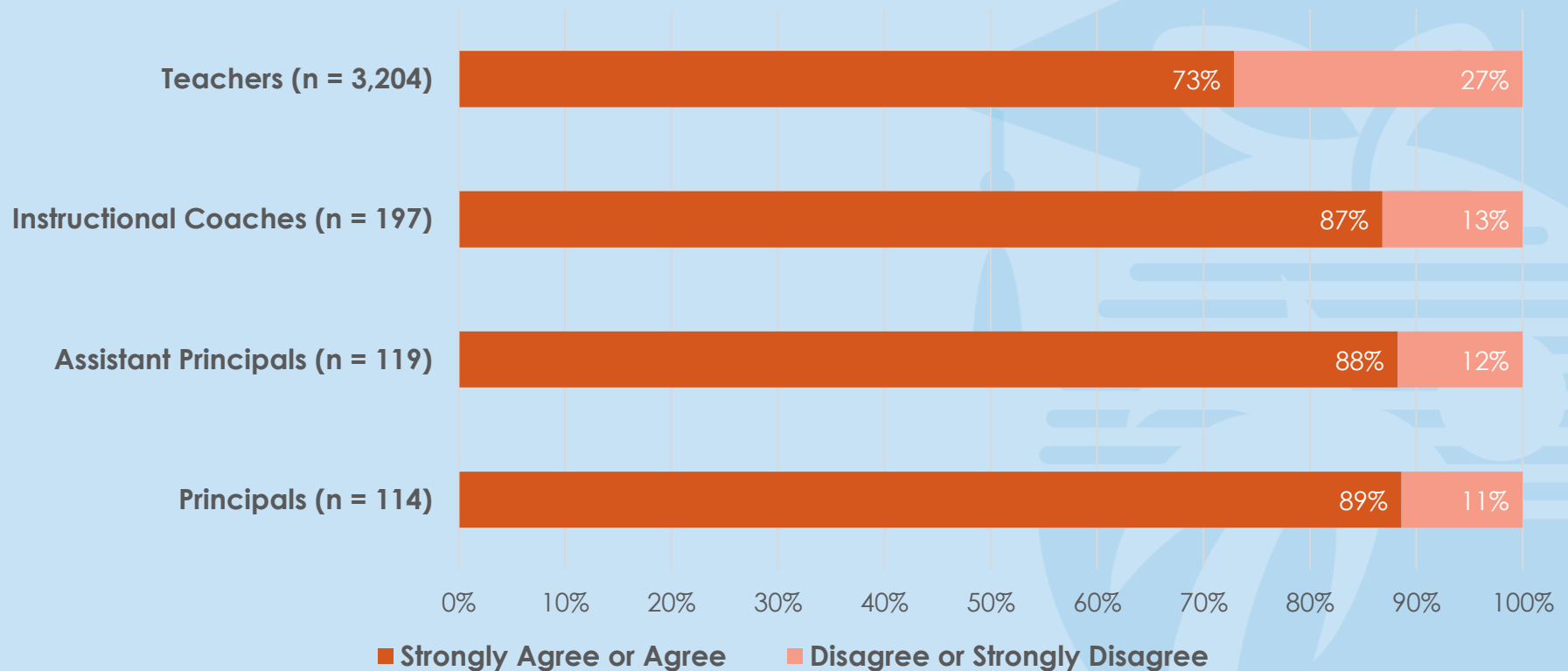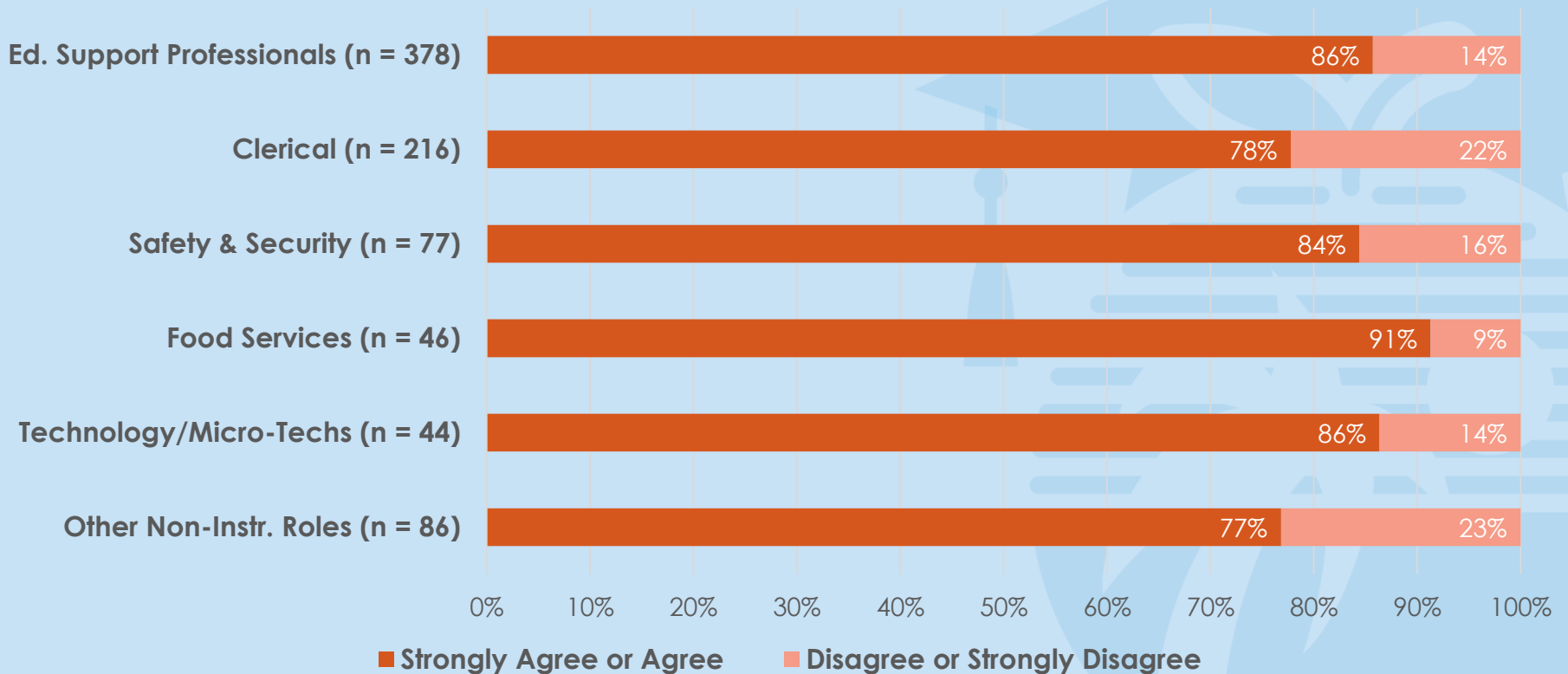■ Strongly Agree or Agree   ■ Disagree or Strongly Disagree

1. SURVEYS AND LISTENING TOUR

- Preliminary analysis on survey data regarding the possibility of additional days added to calendar, prior to pre-planning week, for professional learning.

Online Survey of School-based Staff, Fall 2019 (n = 3,634)

I would be interested in attending additional days of professional learning during the summer, prior to pre-planning week, paid at my daily rate.

Group	Strongly Agree or Agree	Disagree or Strongly Disagree
Teachers (n = 3,204)	73%	27%
Instructional Coaches (n = 197)	87%	13%
Assistant Principals (n = 119)	88%	12%
Principals (n = 114)	89%	11%

■ Strongly Agree or Agree   ■ Disagree or Strongly Disagree

Online Survey of Non-Instructional Staff, Fall 2019

The professional learning or training I have received... (n = 1,494)

Statement	Strongly Agree or Agree	Disagree or Strongly Disagree
...develops basic skills required of my job.	96%	4%
...assists me with overall job effectiveness and efficiency.	96%	4%
...encourages my team to work together to improve our effectiveness.	95%	5%
....supports my professional growth to help me advance.	93%	7%

■ **Strongly Agree or Agree**   ■ **Disagree or Strongly Disagree**

- Preliminary analysis on survey data regarding the possibility of additional days added to calendar, prior to pre-planning week, for professional learning.

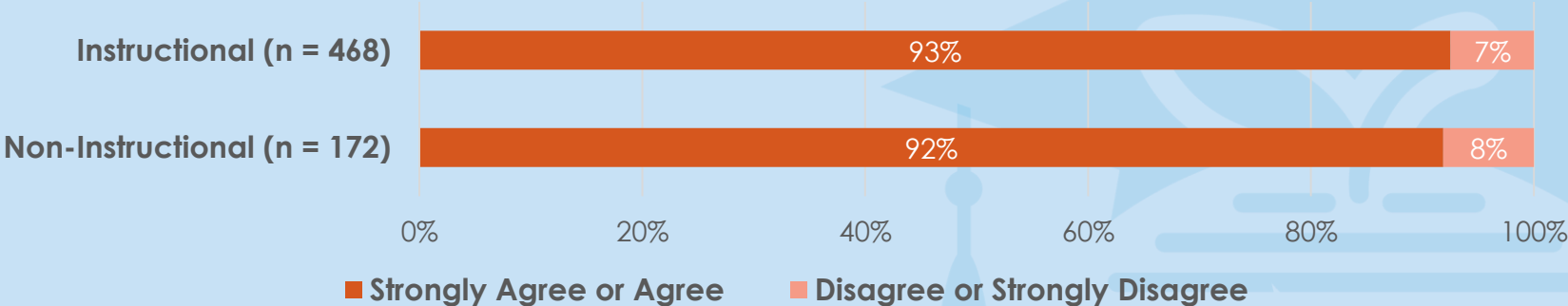## Online Survey of Non-Instructional Staff, Fall 2019

I would be interested in attending additional days of PD during the summer, prior to pre-planning week, if paid at my daily rate. (n = 847 10-mo. cal. staff)

Role	Strongly Agree or Agree	Disagree or Strongly Disagree
Ed. Support Professionals (n = 378)	86%	14%
Clerical (n = 216)	78%	22%
Safety & Security (n = 77)	84%	16%
Food Services (n = 46)	91%	9%
Technology/Micro-Techs (n = 44)	86%	14%
Other Non-Instr. Roles (n = 86)	77%	23%

■ Strongly Agree or Agree   ■ Disagree or Strongly Disagree

Listening Tours of Instructional and Non-Instructional Staff (n = 640)

I receive the support I need to help me use professional learning content to adjust and inform my teaching practices.

	Strongly Agree or Agree	Disagree or Strongly Disagree
Instructional (n = 468)	93%	7%
Non-Instructional (n = 172)	92%	8%

■ Strongly Agree or Agree   ■ Disagree or Strongly Disagree

I would be interested in attending additional days of PL during the summer, prior to pre-planning week, paid at my daily rate.
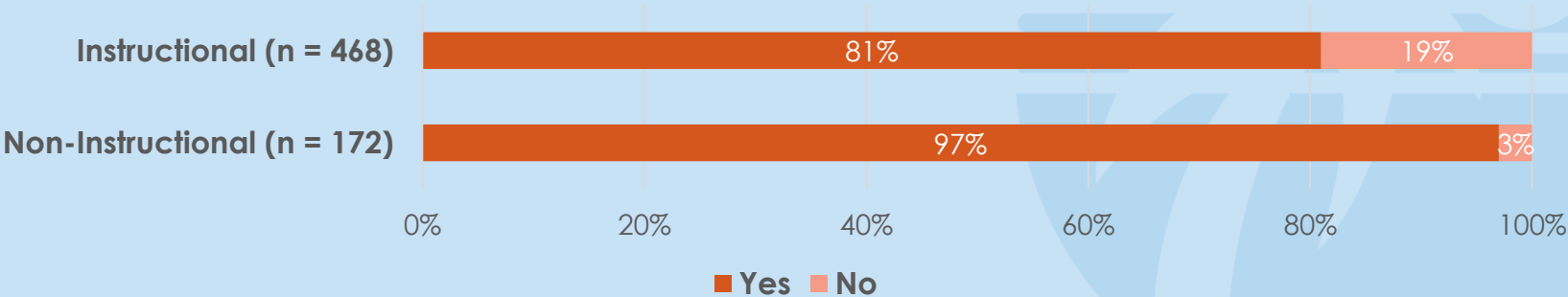
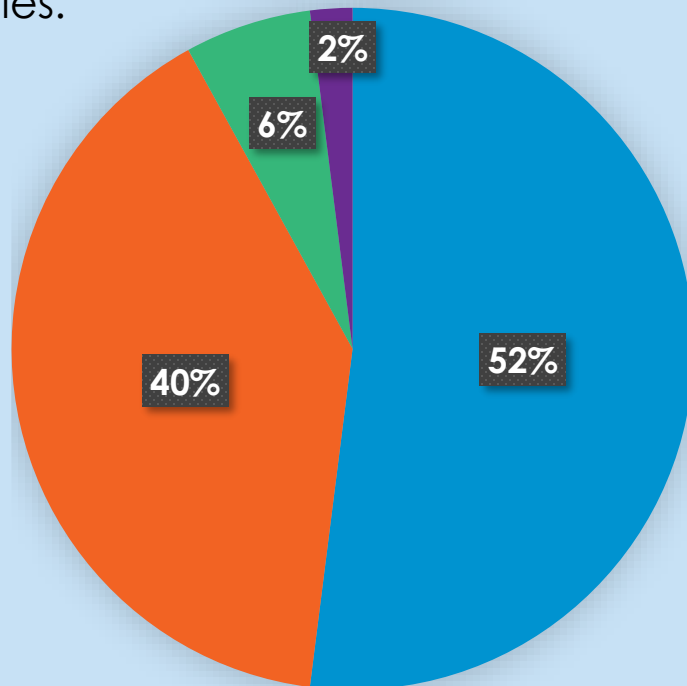|	Yes	No
Instructional (n = 468)	81%	19%
Non-Instructional (n = 172)	97%	3%

■ Yes   ■ No

2. EFFECTIVE MODELS OF JOB-EMBEDDED PL

- Identify research-based, job-embedded professional learning models currently being implemented in the District.

BCPS educators form nearly 2,400 teacher-led and teacher-owned Professional Learning Communities (PLCs) each year.

PLCs are comprised of teams of educators that collaborate to improve their practice utilizing a variety of professional development structures to further adult learning that will impact educator practice and student achievement.

Each year, PLC team members collaborate to develop a SMART goal to guide their work as they share best practices and engage in ongoing and job-embedded learning.
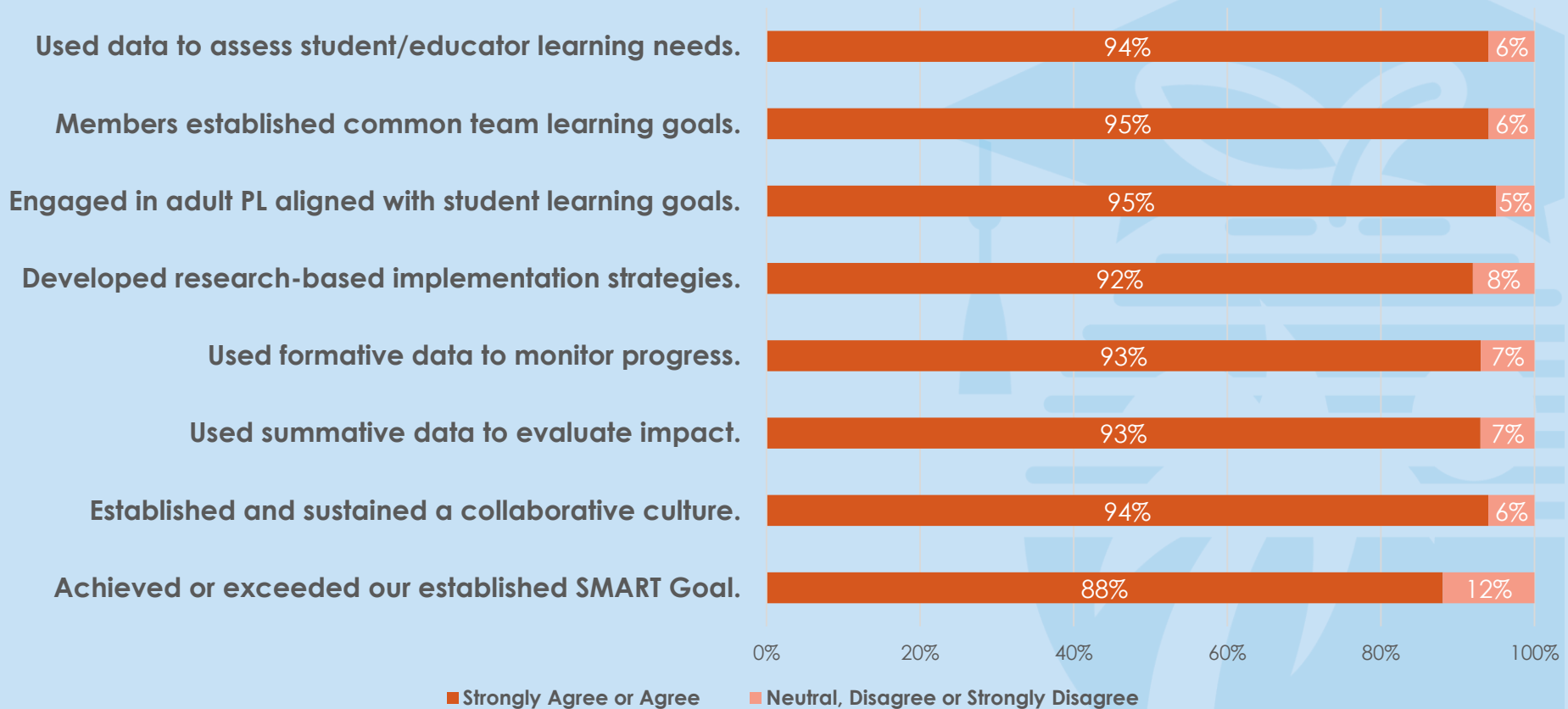
2. EFFECTIVE MODELS OF JOB-EMBEDDED PL

- Identify research-based, job-embedded professional learning models currently being implemented in the District.

Model Structures Selected by PLCs, 2019 – 2020
2,386 PLCs, 16,856 Participants

Over **94 percent** of teachers agreed that their PLC enabled them to establish a collaborative culture to determine student and educator learning needs, establish common team learning goals, and implement research-based implementation strategies.

Pie chart: 52%, 40%, 6%, 2%

Collaborative Inquiry
- Wilton Manors ES
- Broadview ES

Data Teams
- Ramblewood MS

Lesson Study
- Margate Elementary

Action Research

2. EFFECTIVE MODELS OF JOB-EMBEDDED PL

- Identify research-based, job-embedded professional learning models currently being implemented in the District.
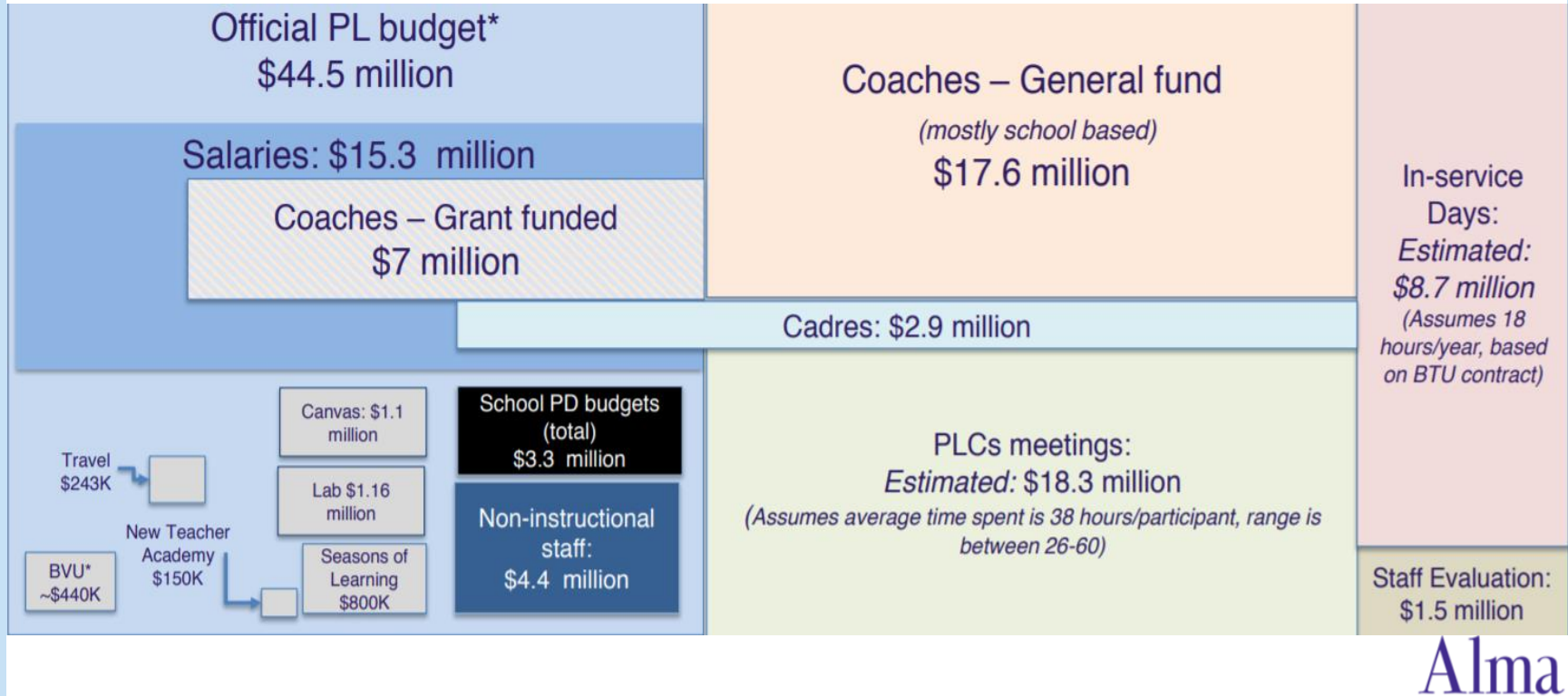
PLC Feedback, 2018 – 2019 (n = 16,700)

Our PLC...

	Strongly Agree or Agree	Neutral, Disagree or Strongly Disagree
Used data to assess student/educator learning needs.	94%	6%
Members established common team learning goals.	95%	6%
Engaged in adult PL aligned with student learning goals.	95%	5%
Developed research-based implementation strategies.	92%	8%
Used formative data to monitor progress.	93%	7%
Used summative data to evaluate impact.	93%	7%
Established and sustained a collaborative culture.	94%	6%
Achieved or exceeded our established SMART Goal.	88%	12%

■ Strongly Agree or Agree   ■ Neutral, Disagree or Strongly Disagree

- Alma Consulting Group's explanation of the total cost of professional learning District-wide presented August 13, 2019.

Broward spends an estimated $94 million on PL per year

Official PL budget*
$44.5 million

Salaries: $15.3 million

Coaches – Grant funded
$7 million

Travel
$243K

New Teacher
Academy
$150K

BVU*
~$440K

Canvas: $1.1 million

Lab $1.16 million

Seasons of Learning
$800K

School PD budgets (total)
$3.3 million

Non-instructional staff:
$4.4 million

Coaches – General fund
(mostly school based)
$17.6 million

Cadres: $2.9 million

PLCs meetings:
Estimated: $18.3 million
(Assumes average time spent is 38 hours/participant, range is between 26-60)

In-service Days:
Estimated:
$8.7 million
(Assumes 18 hours/year, based on BTU contract)

Staff Evaluation:
$1.5 million

Alma

* Note: Of training dollars spent to date in 2018-19, over 75% comes from grant funds. Source: BCPS Finance Data and Department Data; Canvas cost from board minutes http://bcpsagenda.browardschools.com/agenda/01111/Item%20FF-2%20(26500)/SUPP_DOCS/Exhibits/Doc3.pdf; Cadre costs include cost of cadre directors and IFs

3. TOTAL COST OF PROFESSIONAL LEARNING 2018-2019

- Understanding Alma Consulting Group's explanation of the total cost of professional learning District-wide presented August 13, 2019.

The $94M is funded by General Fund in the amount of $50.5 and Grants $43.5.

General Fund

- Included in the General Fund amount of $50.5M is a portion of teaching salaries apportioned to the time spent in PLCs, a portion of the Cadre Directors salaries and a percentage of In-Service Days. Assuming approximately 90% of our teachers are funded with General Funds, that cost is $28.1M.
- Of the remaining General Fund Cost of $22.4 ($50.5M-$28.1M), $17.6M funds Coaches that are mostly based at schools.
- The remaining General Fund Costs of $4.8M include dollars allocated to schools as part of the school allocation plan ($3.3) and the cost of programs and travel

Grants

- Included in the Grant Fund Amount of $43.5 is coaching salaries in the amount of $7M, stipends in the amount of $9M and staff salaries of $8.6M.
- The remaining Grant Fund Costs of $18.9M which are spent on contractual services (including required services for non-public schools), software licenses, materials, supplies and travel.

4. RETURN ON INVESTMENT

- Improve current methods to measure the impact of professional learning as recommended by PL Consultants.

Overview of Broward's PL Evaluation Model (since 2017)

Cycle of Continuous Improvement

- Fall PL Survey
- Mid-Year Data Review
- Spring PL Survey
- End-of-Year Data Review
- Master Plan Dev., Revision

60 Master Plans & Innovation Configurations

Five-Level Model of PL Evaluation

Level 1: Participant Reactions
- Feedback forms in LAB

Level 2: Participant Learning
- Pre/post tests, lesson plans, embedded performance assessments

Level 3: Organizational Supports
- District records of on-site coaching and support aligned with learning goals of PL

Level 4: Classroom Implementation
- Reflections, walkthroughs, submitted evidence of implementation

Level 5: Student Outcomes
- Formative and summative assessments

- All Professional Learning and Training is proposed and approved in LAB.

- All Professional Learning and Training is aligned with a Master Plan.

- Each Master Plan and LAB Course identify evaluation methods at all five levels.

The School Board of Broward County, Florida

browardschools.com

APPENDICES

- Model PLC Structures

EFFECTIVE MODELS OF JOB-EMBEDDED PL

- Identify research-based, job-embedded professional learning models currently being implemented in the District.

Each PLC team has the autonomy to choose from a variety of research-based, job-embedded professional learning models that all focus on learning, collaboration and results, including:

Collaborative Inquiry
- Educators identify common challenges, analyze relevant data, and test out instructional approaches in order to make an impact on student learning.

Data Teams
- Educators create common formative assessments and use the collected data to make informed instructional decisions.

Lesson Study
- Educators design a research lesson and observe student responses to the lesson in order to examine their practice and improve their impact on student

Action Research
- Educators investigate the factors that contribute to successful learning and implement research-based strategies to address a research question.