Educator Viewpoints
Personalized Professional Learning Today

Content provided by true north logic
Educator Viewpoints: Personalized Professional Learning Today
Webinar Arc

Survey Highlights

Jan John, Austin ISD

Jane Respess, Brevard Public Schools

Q&A
Truenorthlogic sponsored the *Personalized Professional Learning Survey* of school leaders and teachers to gauge how we’re doing in moving beyond compliance to connection in teacher PD.

- 203 leaders
- 321 teachers
- 38 states
- 41 states
The *Personalized Professional Learning Survey* covered a wide array of topics.

- Attitudes
- Processes
- Best Practices
- Obstacles
- Policies
- PD Access
- Leader Time
Today we will focus on selected highlights from the *Personalized Professional Learning Survey*.

- Attitudes
- Processes
- Best Practices
- Obstacles
- Policies
- PD Personalization
- Leader Time

For more details:

- Download *Personalized Professional Learning Today* in webinar handouts
- Visit [www.truenorthlogic.com/insights](http://www.truenorthlogic.com/insights) for future survey result reports and events
Polling Question: “Data-driven, personalized professional learning is vital to educator effectiveness.”

• Strongly Disagree
• Disagree
• Neither Agree Nor Disagree
• Agree
• Strongly Agree
According to the results of the *Personalized Professional Learning Survey*...

95% leaders | 60% teachers

“Data-driven, personalized professional learning is vital to educator effectiveness.”
Teachers consistently express less satisfaction and more skepticism about the state of personalized professional learning than do principals.

**Teachers**
- 75% of teachers rate the freedom to make their own professional development choices as highly important...
- 63% of teachers say that the teacher evaluation process is sometimes, often or always used just for compliance purposes...
- 60% of teachers agree that all teachers should have personalized professional learning plans...

**Leaders**
- ...compared with just 47% of leaders.
- ...compared with 87% of leaders.
More processes and policies support personalized professional learning than ever before...but there are miles to go.

<10% “No formal teacher evaluation process exists in my district.”

25% “A paper-based, onerous teacher evaluation process is an obstacle to creating a personalized professional learning environment.”
Principals and teachers generally agree on the most important practices that support a personalized professional learning climate.

**Best practices most important to teachers**

- **96%** Receiving meaningful feedback on strengths, professional needs, growth areas, and professional learning plans.
- **97%** The freedom to make their own professional development choices.
- **96%** Tying professional learning to specific professional learning needs and/or career goals.
- **93%** The ability to complete professional development on days they are paid to work.
Polling Question: Which of the following four best practices is the most challenging for your district to support?

- Giving teachers the freedom to make their own PD choices
- Allowing teachers to complete PD on paid days
- Providing teachers meaningful feedback professional needs, growth areas, and professional learning plans
- Tying teachers’ professional learning to their specific professional learning needs and/or career goals
Three key obstacles present themselves as challenges to creating a personalized professional learning climate.

#1) Lack of support for best practices

- 90% of teachers and leaders at least “sometimes” wish teacher PD were more meaningful and relevant

Percentage of teachers who say support is adequate or thorough:

- 61% Have freedom to make choices
- 60% Receive meaningful feedback
- 55% Ability to complete PD during paid days
- 54% Tie professional learning to specific needs or goals
Three key obstacles present themselves as challenges to creating a personalized professional learning climate.

#2) Lack of trust

2/3 of teachers say lack of trust in the formal evaluation process makes it difficult to create a personalized professional learning environment.
Three key obstacles present themselves as challenges to creating a personalized professional learning climate.

#3) Lack of time

7/10 teachers and principals rate teachers’ lack of time to document their needs as an obstacle.

2/3 of principals say they don’t spend enough time in one-on-one engagement with teachers.
What one thing would improve your ability to create a personalized professional learning environment for your teachers?
Educator Viewpoints on Personalized Professional Learning Salon Series

A year-long series of energizing reports, insights, and dialogue to propel more personalized professional learning environments for teachers. Visit http://www.truenorthlogic.com/insights to:

- Download topical “episode guides” that unpack more results from the Personalized Professional Learning Survey
- Sign up for future events and focused interactions
- Connect with other educators
- Share important information and resources with colleagues
Episode 1
Personalized Professional Learning Today

Episode 2
Practices and Processes: How Policies and Automation Shape Success

Episode 3
Trust and Respect: Must-Have Attitudes

Episode 4
Relevance and Choice: Personalization Imperatives

Episode 5
Time and PD Options: Making the Most of Them

Episode 6
Bringing It All Together: Making It REAL (Relevant, Engaging, Aligned Learning)
Actionable, Meaningful, & Personalized Professional Learning
• 230.3 Square miles
• 130 Campuses
• 12,395 Employees/6,353 Teachers
• 83,634 Students
  • 58.8% Hispanic
  • 7.8% African American
  • 27.8% LEP
  • 57.1% Economically Disadvantaged
• $1,151,668,580 Budget
The Connection

Professional Growth

- Strategic Plan
- Data
- Appraisal
- Assurances

Professional Learning Experiences
Focus Areas

- Literacy
- Technology
- Whole Child
Professional Growth → Appraisal

- Settings – Align Categories
  - Focus Areas
  - Content Areas
  - Programs
  - 7 Instructional Strands of Appraisal
The Shift

• Compliance to Connection
  • Personal Learning Networks (PLNs)
  • eLearning
  • Professional Development Units (PDUs)
PDUs

1. Assemble a PDU team of 3-7 members, with one team lead.
2. Teams develop a PD plan based on the needs of both the teachers in the group and the students they teach. Campus administrators provide final approval for the PDU team to begin their work.
3. Teams participate in PD to select 3-5 strategies they will implement in their classrooms.
4. Teams reflect on strategy implementation, make adjustments based on student performance, & document strategy effectiveness.
5. At the end of the year, PDUs teams submit an online product summarizing their process and overall results.
6. Each team member implements the chosen strategies in their classrooms.
7. PDU teams that meet all submission criteria will be awarded professional points.
Lessons Learned

- Collaborate
- Online Tools
- Networking
- N-novate
- Emphasis on quality
- Coherence
- Training
Contact Information

• Austin Independent School District
  • Professional Development:
    • Jan John, Director
      • jan.john@austinisd.org
District Demographics

- Brevard is:
  - 47th largest district in the United States
  - Largest employer in Brevard County
    - 9000 Total Staff Members
    - 5000 Teachers
    - 73,000 Students
    - 82 Schools
    - 20 Special Centers
    - 10 Charter Schools
Shifts in Leadership from July 2015

• 3 Associate Superintendents retired or were promoted
• 19 principals retired, resigned and/or transferred
• Appointment of Superintendent, Dr. Desmond Blackburn

“The only way to improve outcomes is to improve instruction.”

Aligned Systems - BPS

FLORIDA STANDARDS
- There is a clear and/or shared understanding of excellent, aligned instruction
- Curricular materials aligned with standards

TEACHER EVALUATIONS
- Shift from “evaluating the teacher” to “evaluating the lesson” created and delivered by the teacher
- Emphasis on improving teaching, which will improve student achievement

PROFESSIONAL DEVELOPMENT
- Timely, relevant and job embedded
- Time for collaboration is well facilitated

- Alignment structure is clear for teachers and principals
  - Curricular materials assist teachers and principals in understanding the instructional shifts
  - Distinction between elements that are “heavy” (high effect size) vs. “important” in IPPAS

- Professional development is sought to improve instructional practice
- Principals and teachers are confident in their knowledge of the standards, the assessment and what is needed to improve teaching
<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Align Rubrics</th>
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<tbody>
<tr>
<td>Dimension 1: Instructional Design and Lesson Planning - B.E.S.T. Module VI: I. Sets instructional outcomes and aligns instruction with state-adopted standards</td>
<td></td>
</tr>
<tr>
<td>Dimension 1: Instructional Design and Lesson Planning - B.E.S.T. Module VI: II. Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons</td>
<td></td>
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<tr>
<td>Dimension 1: Instructional Design and Lesson Planning - B.E.S.T. Module VI: III. Designs ways to monitor learning and student acquisition of the standards</td>
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<tr>
<td>Dimension 1: Instructional Design and Lesson Planning - B.E.S.T. Module VI: IV. Requires students to understand and demonstrate skills and competencies</td>
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### Personalized Learning Opportunities

- Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; and demonstrate commitment to student success.

#### Aligned Learning Opportunities

<table>
<thead>
<tr>
<th>Course</th>
<th>Required/Recommended</th>
<th>Display</th>
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</thead>
<tbody>
<tr>
<td>ESOL-Administration Cultural Awareness</td>
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<td>Select an option Recommended Required</td>
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<td></td>
<td>Select an Option(s) All Possible Locations</td>
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<td>MISCONFIGURATION - no displayable Learning Fe</td>
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<td>Cambridge Education Effective Observation</td>
<td>Recommended</td>
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<td>and Feedback for Assistant Principals</td>
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<td>2015-2016</td>
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<tr>
<td>AP Academy 2015-2016</td>
<td>Recommended</td>
<td></td>
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<tr>
<td>ESOL-Administration Foundations (Online)</td>
<td>Recommended</td>
<td></td>
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</tbody>
</table>

- A list of trainings will appear for principals to choose based on the specific Domain.
- Principal’s supervisor can recommend or require this training depending on need.

5.2 Success Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students’ opportunities for success and well-being.
Teacher Evaluation View for Personalized Learning

make sure you click "Share" before you "Finalize."

<table>
<thead>
<tr>
<th>Dimension 1: Instructional Design and Lesson Planning - B.E.S.T. Module VI</th>
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</thead>
<tbody>
<tr>
<td>I. Sets instructional outcomes and achievement standards</td>
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<td>II. Designs instruction using standards</td>
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<tr>
<td>III. Designs ways to monitor learning and student acquisition of the standards</td>
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<tr>
<td>IV. Requires students to understand and demonstrate skills and competencies</td>
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<tr>
<th>Dimension 2: Learning Environment - B.E.S.T. Module III</th>
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<tbody>
<tr>
<td>I. Creates and maintains a safe and organized learning environment</td>
</tr>
<tr>
<td>II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment</td>
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Personalized Learning Environment

- Professional development and the evaluation system are housed in one learning management system
  - Teachers and principals can search for professional development opportunities based on individual need
  - Teachers can register for professional development opportunities based on need
  - Supervisors can recommend and/or require training based on those personal needs
  - School-based and job-embedded training can be managed at the school or district level
  - Real time data entry and instant feedback
  - Visibility into where principals are in the evaluation completion process
How Are Things Better?

• Management system that links personalized learning to individual evaluations (leaders, teachers and support personnel)

• User-friendly for all stakeholders

• Ability to extract data that focuses on the school or district strengths and opportunities for improvement (SIP and Strategic Planning)

• A catalogue of personalized learning opportunities available district-wide
Contact Information

• Brevard Public Schools
• Office of Professional Learning and Development:
  • Dr. Jane Respess, Director
  • Respess.Jane@brevardschools.org
Your Turn!
Questions & Answers
Thank you!
Let’s AMP up professional learning for educators – by finding paths towards actionable, meaningful, and personalized professional learning.

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