Personalizing PD
The Choice and Relevance Imperative

Content provided by performance matters
Relevance and Choice: Personalized PD Imperatives
Performance Matters 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 survey aimed to uncover the best practices and obstacles to creating a personalized professional learning climate for educators, in the context of a cycle of continuous growth.
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.

Episode 1 – Personalized Professional Learning Today


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)
Educator Viewpoints on Personalized Professional Learning Salon Series

Visit http://insights.performance matters.com 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
Relevance and Choice in Personalized Professional Learning: 
*Best Practices*
Polling Question:

“How important is it that professional learning is tied to teachers’ specific professional learning needs?”

• Highly Important
• Somewhat Important
• Somewhat Unimportant
• Unimportant
Virtually all principals and teachers agree that connecting professional learning to teachers’ needs is important.

99% principals

98% teachers
But, only half of teachers report that this is at least adequately supported.
The results are similar when we look at giving teachers the freedom to make their own PD choices.
Receiving a list of recommended PD to meet professional learning goals is also highly rated – and poorly supported.
Relevance and Choice in Personalized Professional Learning: 
What’s Getting the Way?
It’s too difficult to find professional development activities targeted to teachers’ needs.
What One Thing? Challenges in Aligning Goals

“It would help if my district stopped mandating that I use the school's goals for my own professional growth goals. It would be better if I had the freedom to pick all of my goals instead of just 1 out of 4.”
– Connecticut Teacher

“Making PD/PL flexible enough to meet the individual needs of teachers while still achieving the overall goals and needs of the school is a big challenge.”
– Hawaii Head of School

“All staff development is a school based decision for school wide workshops that all staff must participate in. I would wish for more personal choice in what I would like to improve in or learn more about.”
– North Carolina Teacher
Polling Question:

“I wish teacher professional development experiences were more meaningful and relevant.”

• Never
• Rarely
• Sometimes
• Often Always
Almost 9 in 10 teachers and principals said they at least sometimes wish that PD were more meaningful.
We’re starting a conversation. Use the “Chat” feature to answer this question.

What one thing would help your district create an environment for more relevant, engaging, and aligned professional learning?
Sneak Preview! Episode 5 – PD Options and Time
Face-to-face collaboration and professional learning communities are “high impact” PD – commonly offered AND rated as most personalized.
But these are time-intensive options. And time was mentioned as the “what one thing” over 170 times.
And principals struggle to find time to be effective instructional coaches.

Please rate the amount of time you spend on each of the activities below.

- Serving as an instructional coach with teachers:
  - Too Little + A Bit Too Little: 65%
  - Just Right: 31%
  - Too Much + A Bit Too Much: 4%

- Training on how to be an effective instructional coach:
  - Too Little + A Bit Too Little: 61%
  - Just Right: 35%
  - Too Much + A Bit Too Much: 4%
Fresno Unified School District
Changing Conditions for Students in the Present

October 2016
Fresno Unified At a Glance

74,155 Students Total (Preschool – Grade 12)

Student Diversity
- African American: 8.7%
- Asian: 11.4%
- Hispanic: 67.7%
- Multiple: 1.6%
- Native American: 0.6%
- Pacific Islander: 0.3%
- White (not Hispanic): 9.7%

Facilities Information
- 66 elementary schools
- 15 middle schools
- 9 high schools
- 4 alternative schools
- 3 special education schools
- 1 adult school
- 8 charter schools

Budget Information
- $889 Million annual operating budget

4 District Goals
To accomplish the four District goals, it is expected that all students will be in school, on time and ready to learn every day.

- All students will excel in reading, writing and math
- All students will engage in arts, activities, and athletics
- All students will demonstrate character and competencies for workplace success
- All students will stay in school on target to graduate

2015 – 16 Enrollment by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrolled</th>
<th>%</th>
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</thead>
</table>
| English Learner                        | 17,834     | 25%
| Socioeconomically Disadvantaged        | 61,072     | 86%
| Students with Disabilities             | 6,509      | 9%
| Foster Youth                           | 718        | 1%
CORE Districts

CORE is a collaboration among 10 California school districts.

We’re working together to significantly improve student outcomes.

Over 1.1 million students in CORE

From coredistricts.org

"Recommendations for How to Include SEL & CC in the Index"
Alignment of Vision and ToA

Instructional Division

Our Vision for Student Success

Fresno Unified is committed to preparing college and career ready graduates. To achieve this level of readiness, every student can and must learn at grade level and beyond. We have a deliberate, intentional culture of learning with high expectations where every day, every educator and every student seeks to learn and strives for growth. We support and challenge each other to stay focused on what matters most: ensuring that in every classroom our students are tackling relevant, challenging content, taking ownership for their learning and improving every day.

Theory of Action

- Get the right people in the right work
- Invest all stakeholders in a shared vision of effective instruction that drives our work
- Establish a diverse, inclusive, accountable community that embraces a culture of learning with high expectations
- Ensure a coherent and effective instructional system to support schools in achieving our shared vision

Student Metrics

Adult Metrics
To ensure our students graduate ready for college and career, we are committed to implementing an aligned system of curriculum, instruction, and assessment. Utilizing school indices and profiles accelerate our work by:

- Providing district stakeholders with school profiles outlining areas of strength and areas for improvement
- Providing a holistic view of school progress utilizing input in five core areas:
  - Academic Achievement
  - Academic Growth
  - Academic Completion
  - Social Emotional
  - Culture and Climate
- Identifying schools that are demonstrating expertise in meeting the needs of students as models for learning and excellence
Using School Quality Improvement Index (SQII) to Turn Data into Action

**CORE SQII**
- School Quality Improvement Index (100%)
  - Academic Performance (20%)
    - Assessment
    - Course Performance
  - Academic Growth (20%)
    - Assessment Growth
    - Course Performance Growth
  - Academic Completion & Retention (20%)
    - Graduation Rate (GIR)
    - Retention
  - Social Emotional (20%)
    - Absentee Rate
    - Student/Parent Survey
  - Culture and Climate (20%)
    - Non-Cognitive Skills

**FUSD SQII**
- FUSD Targeted Action Index
- Single Plan for Student Achievement

“it’s always about everything, but not always with equal intensity and focus.”

**FUSD Targeted Action Index**

**Single Plan for Student Achievement**

2016 - 2017 SPSA Needs Assessment
1 Academic Performance

- Selected Segment: Reading by Third Grade
  - Subelement: Disproportionality
  - Description: Number and percentage of K-3rd grade students who are not at grade level and are more than 10% negatively disproportionate
  - Rank: 61 of 66
  - %: 62.84%

- Selected Segment: ELA (SBAC)
  - Subelement: Achievement Gap
  - Description: Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate
  - Rank: 53 of 67
  - %: 52.74%
<table>
<thead>
<tr>
<th>School Leadership School Growth Profile</th>
<th>CORE SQII Report Cards</th>
<th>SQII Performance and Targeted Action Index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td>Provides district and site leadership a quarterly profile of school status and progress to allow supervisory monitoring of growth and concern areas.</td>
<td>Provides school and district leaders a common metric across CORE to evaluate performance and growth/change over time to identify strengths, gaps and colleague schools beating the odds.</td>
<td>Provides school leaders a targeted set of indicators to analyze and develop/monitor SPSA action plans to change conditions in the present.</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
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</tr>
<tr>
<td>1. For which areas in the profile is the school demonstrating increased/high quality outcomes?</td>
<td>1. For which areas in the profile is the school demonstrating increased/high quality outcomes?</td>
<td>1. Which Elements and Sub-elements are the target of our school plan? What data from the sub-elements suggests this as an area of focus?</td>
</tr>
<tr>
<td>2. For which areas in the profile is the school demonstrating need/gaps in performance?</td>
<td>2. For which areas in the profile is the school demonstrating need/gaps in performance?</td>
<td>2. How are these sub-elements tracking over time?</td>
</tr>
<tr>
<td>3. What outcomes have increased/decreased since the prior period?</td>
<td>3. How does each school perform against schools CORE-wide on each of the CORE metrics?</td>
<td>3. As sub-elements are addressed and an impact is observed, what is the overall impact on the Element?</td>
</tr>
<tr>
<td>4. What is the alignment/misalignment between student outcomes and implementation (IPG) results?</td>
<td>4. How do CORE metric outcomes align with CFA/IPG?</td>
<td></td>
</tr>
</tbody>
</table>
Digging Deeper: Targeted Action Index Tells a Story
Equity and Access Theory of Change

Plan

Influence

Implement

Reflect

Equity & Access Guiding Principle

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

1. Logistics & Operations

2. Curriculum & Instruction

3. Professional Learning

4. Supervision & Evaluation

Impact

Changing conditions in the present

Articulated measures of success

Window for targeted intervention

Reflecting the arc of possibilities

“It’s always about everything, but not always with equal focus and intensity”
## Interplay of Tenets

### Key Considerations:
- Board policies
- System alignment
- System interaction

<table>
<thead>
<tr>
<th>Supervision and Evaluation</th>
<th>Curriculum and Instruction</th>
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<tbody>
<tr>
<td>Programs/initiatives</td>
<td>Aligned Instructional System</td>
</tr>
<tr>
<td>Schools</td>
<td>State Standards</td>
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<tr>
<td>Employees</td>
<td>New Math and ELA Adoptions</td>
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<td>High Quality Instruction</td>
<td>High Quality Instruction</td>
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<tr>
<td>Calibration</td>
<td>and maturation of Instructional Practice Guide (IPG)</td>
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<thead>
<tr>
<th>Professional Learning</th>
<th>Logistics and Operations</th>
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<tr>
<td>Accountable Communities</td>
<td>Updrafting students through</td>
</tr>
<tr>
<td>High Quality Professional</td>
<td>Master Scheduling and systems</td>
</tr>
<tr>
<td>Learning Guide</td>
<td>Aligning SIS and Data</td>
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<tr>
<td>Aligned Communication</td>
<td>Business Processes</td>
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<tr>
<td>between Departments and</td>
<td></td>
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<tr>
<td>School Leadership</td>
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<tr>
<td>PLMS (tagging matters)</td>
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</tbody>
</table>
PLMS Design: Tagging Matters

- Student Outcomes
- Content
- Professional Standards
- Initiatives
- Categories for Department and Site
- Audiences
Key Questions

- How do we use the data effectively?
- How do we ensure CCI process is not mechanistic?
- How do we provide feedback?
- How do we respond to feedback?
- How do we ensure a guaranteed and viable curriculum?
- How do we optimize time and space for site leaders and teachers to ensure student achievement and growth?
High Quality Instruction and GVC

Instructional Practice Guide: Mathematics

1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?
   - Students complete instructional tasks, volunteer responses and ask appropriate questions.
   - Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
   - Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
   - Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

2. A Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
   - Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
   - Coherence: The lesson intentionally connects content to appropriate mathematical concepts within and across grades.
   - Rigor: The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

3. Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?
   - Students consider similar or related problems they’ve completed in the past and represent problems in helpful ways – using things like pictures, concrete manipulatives, equations, and graphs – as they figure out a pathway to a solution.
   - Students have opportunities for productive struggle and demonstrate perseverance and self-regulation in reasoning and solving problems in the face of initial difficulty.
   - Students share their developing thinking about the content of the lesson.
   - Students elaborate on initial thoughts to explain their thinking.
   - Students talk about and ask questions about each other’s thinking in order to clarify or improve their own mathematical understanding.

4. Every Student: When students are working to overcome gaps in skill or standards, does the lesson address what students need, not what they already know?
   - Frequent monitoring of student progress drives content of intervention so that students get what they need, not what they already know.
   - The skills being taught are aligned to the standards for the grade or addressing specific skills that hold students back from doing grade-level work.
   - Instruction and materials support growth in the targeted skill or standard such that students are on a trajectory to meeting grade-level standards.

5. Improving Every Day: Are students demonstrating their understanding?
   - Questions, tasks or assessments yield data that allow the teacher to assess students’ progress toward learning outcomes aligned to grade level standards and allows for lesson adjustments.
   - Students demonstrate how well they understand lesson content and their progress toward learning outcomes through their work and/or responses.
   - Student responses, work and interactions demonstrate that students are on track to achieve stated or implied learning outcomes.
Re-Imagine PL, Time, and Space

Accountable Communities (FUSD version of PLC)
- Site Level ACs and Leadership Teams (ILT)
- School Leadership Principal ACs
- District Level ILT and Work Teams

innovative Professional Learning (iPL) and School Redesign
- 7th-9th Grade Redesign
- Teacher Leaders
- PLUS Teachers
- Multiple adults supporting student learning and each others’ growth
Accountable Communities

- Ongoing, collaborative process of collective inquiry and action research to achieve better results for students
- Strategic, system-wide implementation of PLC work from Dufour’s *Learning by Doing*
- Leveraging Lead Teacher and Cross Functional Team communities to support district and site decision-making
- Job-embedded professional learning
iPL and School Redesign

- Over 3000 students in middle school have access to electives
- Addition of a PLUS team to take over instruction on teacher iPL days
- PLUS teaching focused on standards-based, rigorous lessons
- PLUS teachers support student learning and teacher growth
- Content teachers now have 16 full release days to engage job-embedded learning
- Expanded to 9th grade
## Middle School Mathematics iPL Calendar 2016-2017

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Date</th>
<th>Facilitator/Location</th>
<th>Data</th>
<th>Learning Outcomes</th>
<th>Products</th>
</tr>
</thead>
</table>
| **1** Go Math Emphasis
- The 5 E Lesson design
- Common Assignments
- Scope and Sequence alignment | 9/1 | Wawona | SBAC Grades Setting SMART Goals: site, department, team 15/16 IPG Data | • Kick off, welcome new additions, structures, expectations and focus:  
  - **Content: Number System**  
  - Common Assignments:  
    7th grade: Of Kites and Hooks:  
    8th grade: The Ants go Marching In | • SBAC Data reflections and next steps based off data.  
- **Learning By Doing: AC Development Module 1: A Guide to Action** |
| 9/15 | Wawona | SMART Goals Diagnostic PMT IPG Data Classroom Walks | • High School Articulation Math Progression Mapping  
  - **Ratios and Proportions**  
  - Tenet 1, 2, and 3 | • Vertical progression template grades 6-9  
- **Learning By Doing: AC Development Module 2: A Clear and Compelling Purpose** |
| 9/29 | On-site | Reflection and Concept Map Module 3: The Brain and Mathematics Learning | • Content: The Common Core Mathematics Companion Research  
  - **Mathematical Mindsets**  
  - Tenet 1, 2, and 3 | • 2 week Instructional planning template  
- **Learning By Doing: AC Development Module 3: Creating a Focus on learning** |

Fresno Unified School District
## Encouraging Signs and Many Opportunities to Grow

<table>
<thead>
<tr>
<th>Successes</th>
<th>Growth Opportunities</th>
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<tbody>
<tr>
<td>- Steadily increasing graduation rate, up to 83.8% in 2014-15</td>
<td>- Work together toward 100% graduation rate</td>
</tr>
<tr>
<td>- Dramatic increases for Latino and African American student graduation rates</td>
<td>- Dramatically increase percentage of students graduating with widest array of options</td>
</tr>
<tr>
<td>- All grade levels increased performance on SBAC</td>
<td>- Improve ability to meaningfully address disproportionality across Academic, Social Emotional, and Culture/Climate Domains</td>
</tr>
<tr>
<td></td>
<td>- 31% of students on grade level in ELA and 22% in Math with significant achievement gaps</td>
</tr>
</tbody>
</table>
OUR COMMITMENT, OUR BOLD STAND, OUR EXPECTATION

Every student can and must learn at grade level and beyond.

Every student moves a minimum of a grade level each year.
Your Turn!
Questions & Answers

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Thank you!

Let’s AMP up professional learning for educators – by finding paths towards actionable, meaningful, and personalized professional learning.

Join the Educator Viewpoints on Personalized Professional Learning Salon Series.

Access the latest reports & events:


Contribute your ideas & stories:

insights@performance matters.com

Social Media Week – 11/7 to 11/11!

www.facebook.com/performance mattersk12