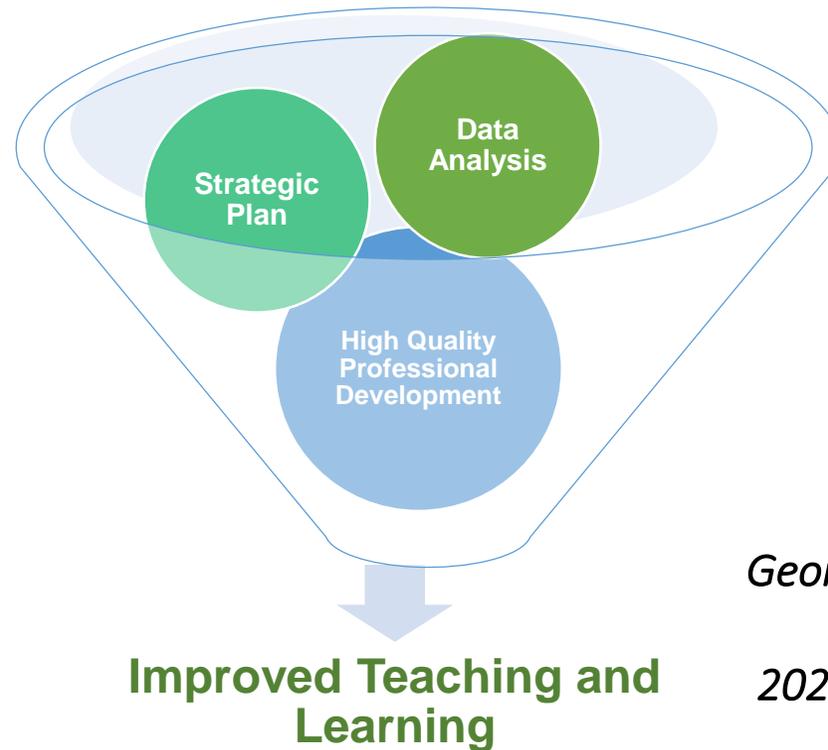


# Leveraging Federal Funding Processes when Measuring Professional Learning Effectiveness



*Georgia Compensatory Educational  
Leaders Conference (GCEL)  
2020 Vision: Looking to the Future  
March 9-11, 2020  
Savannah, Georgia*

# Presenters

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Title II, Part A

Professional Learning & State Activities

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Program Manager

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Title I, Part A

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Education Program Specialist

Title IV, Part A



*Offering a holistic education to each and every child in our state.*

# Agenda

- Explore how federal funding processes should be used to identify specific areas of professional learning
- Examine different funding plans to determine if optimal impact has been given to building professional capacity
- Share ways to develop systemic reviews to measure effectiveness of the professional learning to have the greatest impact on identified areas of need

# Georgia's Systems of Continuous Improvement



# Professional Development



# Professional Development

## Section 8101 [20 USC 7801] Definitions

The term “professional development” means activities that

- (A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and
- (B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

# What Is Effective and High Quality Professional Development?



Focused



Active

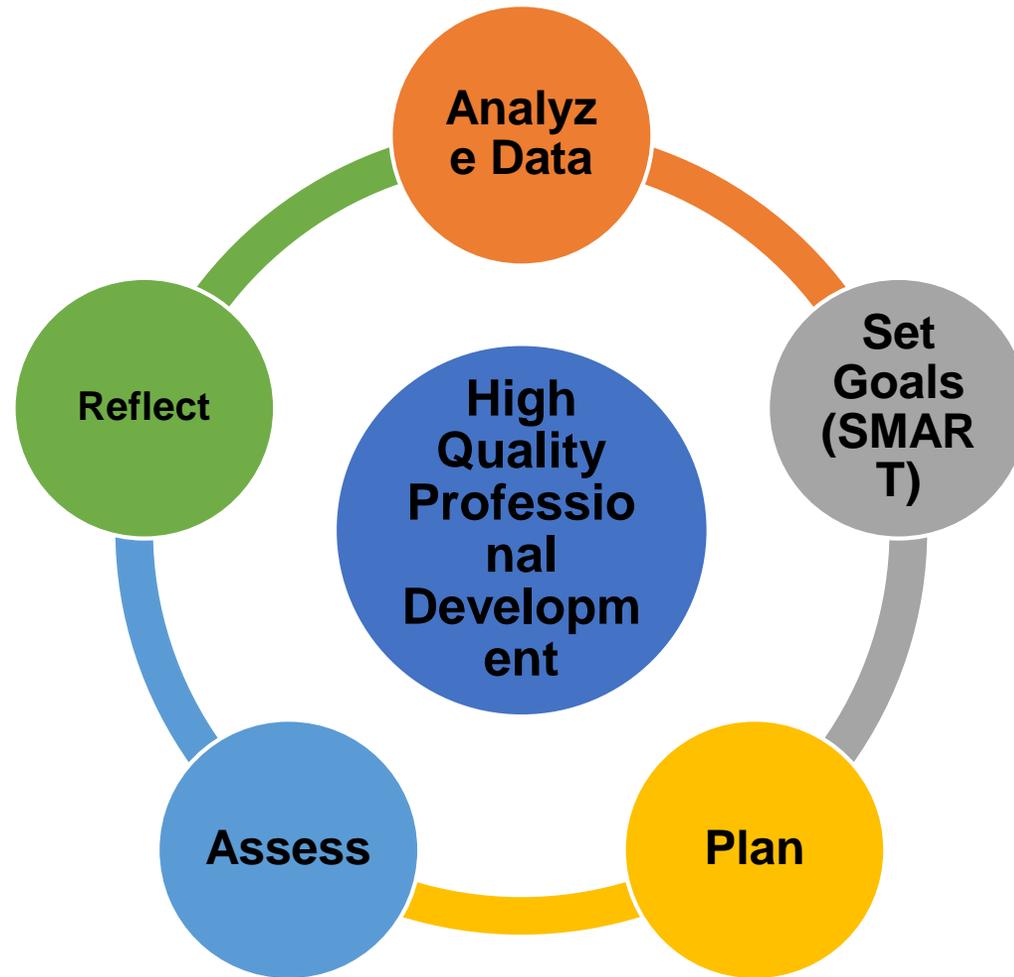


Collaborative



Adapted from *High-Quality Professional Development for All Teachers: Effectively Allocating Resources*  
(<http://www.gtlcenter.org/sites/default/files/docs/HighQualityProfessionalDevelopment.pdf>)

# The Process of Building Professional Capacity with HQPL



# Professional Learning Evidence Driven Mindset

What does it mean to have a professional learning evidence driven mindset?

- Are we seeing the improvements we expected?  
If not, why?
- How do we know for sure?  
What does the data tell us?
- Have we thoroughly looked at the data?

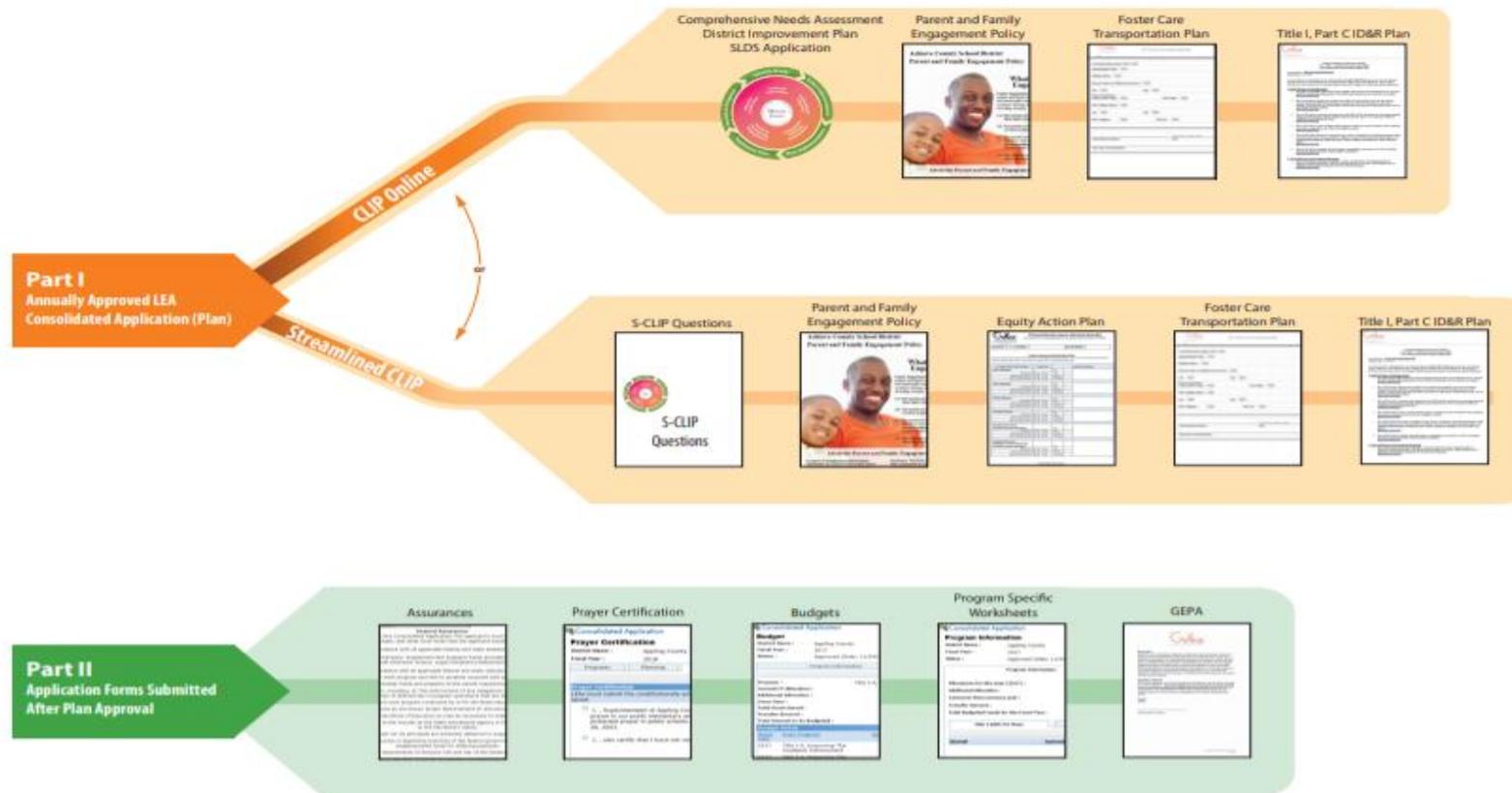


# Application for Federal Funds



# Application for Federal Funds

## Consolidated LEA Improvement Plan (CLIP)



# Meeting the Needs of Your District

## Comprehensive Needs Assessment

Data Collection Analysis

Perception Data, Process Data, Achievement Data  
Demographic Data



LEAs identify the needs for all student populations (Economically Disadvantaged, Migrant, Homeless, Foster Care, Migrant, English Learners, IDEA)

Strengths & Challenges based on trends and patterns

Professional Capacity, Effective Leadership, Coherent Instructional, Student Achievement, etc.



LEAs will delve more deeply into the root causes of the academic deficiencies of the school and populations

Is this something we can affect?

Impacted Programs to address root causes



LEAs to identify the methods through which the intent and purpose(s) of each Federal program will be integrated into the LEAs' existing academic achievement targets and efforts towards continuous improvement

Create Goals & Action Steps for Implementation

# Mock Data Activity

1. Individually review the mock district data
2. As a small group, discuss and note the following:
  - Section 1 and 2 professional development needs
  - The alignment of professional development action steps for each of the improvement goals
  - Note if there are any professional development action steps suggestions
3. Whole group share out



To complete *each* step

# Questions

- What data will be collected to monitor the implementation of the strategy?
- What data will you collect to determine the effectiveness along the way and as you complete the strategy? Are you seeing improvement increments or do you need to modify the strategy?
- Based on the data in the profile, what criteria will you use to determine the effectiveness of the strategy?
- Does the data provided in the example provide sufficient information to determine effectiveness, or is there additional data you will need?
- Who will be responsible for monitoring implementation and effectiveness?

# Detailed Professional Development Example

1. Consider the mock district data profile as you review the two detailed professional development plans
2. Share your thought to the following question in Slido

***What elements of the PD Plan provide the details necessary for the LEA to measure the effectiveness of the plan?***



To complete ***each*** step

# Detailed Professional Development Example

Active poll

slido

What elements of the PD Plan provide the detail necessary for the LEA to measure the effectiveness of its plan? 000

Join at  
**slido.com**  
**#R069**

Source: <https://wall.sli.do/event/puggdjya?section=0e26260b-8814-44ed-b8ca-4e99e6923ba27> Web Viewer [Terms](#) | [Privacy & Cookies](#)

# Needs Improvement Professional Development Example

1. Consider the mock district data profile as you review the two detailed professional development plans
2. As a group, discuss each section and note suggestions for improvement
3. Select one person from your group to share thoughts to the following question in Slido

***What additional details could be included in the PD plan to identify effectiveness measures and/or tools?***



*To complete **each** step*

# Needs Improvement Professional Development Example

Active poll

slido

What elements of the PD Plan provide the detail necessary for the LEA to measure the effectiveness of its plan? 0 0 0

Join at  
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**#R069**

Source: [https://wall.sli.do/event/puggdjya?section=0e26260b-8814-44ed-b8ca-4e2ae623ba27&open\\_info\\_modal=true](https://wall.sli.do/event/puggdjya?section=0e26260b-8814-44ed-b8ca-4e2ae623ba27&open_info_modal=true) Web Viewer [Terms](#) | [Privacy & Cookies](#)

# Data Driven & Systematic Approach to Professional Learning



# Questions to Consider

- What are the skills levels of the staff?
- What would be the learning curve needs?
- What professional growth needs to be considered when establishing a strategy monitoring plan?
- What data will you collect to monitor professional growth related to the strategy?
- What data will you collect to monitor the implementation and effectiveness of the strategy?
- Does the data provided in the example provide sufficient information to determine effectiveness, or is there additional data you will need?
- Who will be responsible for monitoring implementation and effectiveness?

# Professional Development

## Measuring Impact

<p><b>1. Educator Reactions</b> Was it useful, relevant or engaging?</p>	<p><b>2. Educator Learning</b> Skills or knowledge acquired</p>	<p><b>3. Change in Practices</b> Sustained changes in teaching practice? What PD efforts had greatest success in changing practices and what elements do they have in common?</p>	<p><b>4. Organizational Support</b> The organization's advocacy, support, accommodation, facilitation, and recognition.</p>	<p><b>5. Student Outcomes</b> Impact on student outcomes, improvements in different contexts, factors impacting outcomes</p>
<p>Measured by</p>	<p>Measured by</p>	<p>Measured by</p>	<p>Measured by</p>	<p>Measured by</p>
<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>• Self Assessment</li> <li>• Artifacts (lesson plans, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of educator practice</li> <li>• Educator reflection on practice</li> </ul>	<ul style="list-style-type: none"> <li>• School Schedules – 40 minute writing block at least 4 times a week</li> <li>• Percentage of teachers attending trainings</li> </ul>	<ul style="list-style-type: none"> <li>• On demand assessment</li> <li>• Student work</li> <li>• Other student outcomes</li> </ul>
<p><b>PD Quality</b> Pedagogy, accessibility, alignment to content and quality standards, outcome alignment with district priorities and educator needs</p>				
<p>Measured by</p>				
<ul style="list-style-type: none"> <li>• High impact PD models</li> </ul>		<ul style="list-style-type: none"> <li>• PD quality rubric or checklist</li> </ul>		

Adapted from Guskey, Thomas R. "Does It Make a Difference? Evaluating Professional Development." Educational Leadership 59. 6 (2002): 45-51.



# Georgia's Systems of Continuous Improvement



## • Steps

- Identify the Needs
- Select Interventions
- Plan Implementation
- Implement Plan
- Examine Progress



# Questions?

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