Leveraging Federal Funding Processes when Measuring Professional Learning Effectiveness

Improved Teaching and Learning

Georgia Compensatory Educational Leaders Conference (GCEL)
2020 Vision: Looking to the Future
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Offering a holistic education to each and every child in our state.

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Title II, Part A

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Title IV, Part A
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

Ongoing, Embedded, and Differentiated

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

1. **Plan**
2. **Assess**
3. **Reflect**
4. **Analyze Data**
5. **Set Goals (SMART)**

- **High Quality Professional Development**
  - Identify Needs
  - Select Interventions
  - Whole Child
  - Effective Leadership
  - Healthy Environments
  - Family & Community Engagement
  - Professional Capacity

- **SMART Goals**
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound
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

<table>
<thead>
<tr>
<th>Comprehensive Needs Assessment</th>
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<tbody>
<tr>
<td>Data Collection Analysis</td>
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<tr>
<td>Perception Data, Process Data, Achievement Data, Demographic Data</td>
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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

3 min
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

3 min
Detailed Professional Development Example

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

3 min

To complete each step.
Needs Improvement  Professional  Development Example

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

Source: https://wall.sli.do/event/pugdja?section=0e26266b-8814-44ad-b8ca-4ecd9f3e077a
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

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<tr>
<td>Was it useful, relevant or engaging?</td>
<td>Skills or knowledge acquired</td>
<td>Sustained changes in teaching practice? What PD efforts have greatest success in changing practices and what elements do they have in common?</td>
<td>The organization’s advocacy, support, accommodation, facilitation, and recognition.</td>
<td>Impact on student outcomes, improvements in different contexts, factors impacting outcomes</td>
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<tr>
<td>• Surveys</td>
<td>• Self Assessment</td>
<td>• Observation of educator practice</td>
<td>• School Schedules – 40 minute writing block at least 4 times a week</td>
<td>• On demand assessment</td>
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<td>• Feedback forms</td>
<td>• Artifacts (lesson plans, etc.)</td>
<td>• Educator reflection on practice</td>
<td>• Percentage of teachers attending trainings</td>
<td>• Student work</td>
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<td>• Other student outcomes</td>
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PD Quality
Pedagogy, accessibility, alignment to content and quality standards, outcome alignment with district priorities and educator needs

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<td>• High impact PD models</td>
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Georgia’s Systems of Continuous Improvement

- Steps
  - Identify the Needs
  - Select Interventions
  - Plan Implementation
  - Implement Plan
  - Examine Progress
Questions?