Legal Aspects of MO SB 380

Where Do We Go From Here?

SHOW ME PD CONFERENCE 2022

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Today's Agenda

Introductions

Professional Learning and its focus

MSIP 6 and PD with alignment to learning communities – using SAI questions about learning communities

Legal aspects of SB 380

Welcome

- Welcome tell us:
  - What exciting plans do you have for this spring
  - How is your school doing?

Norms

- **S**hare experiences to enrich others.
- **A**sk questions.
- **L**earn by doing.
- **S**et aside any preconceived notions about evaluating staff development.
- **A**pply to your own work.

THINK S – A – L – S – A !

Purpose of Professional Learning

Professional Learning strengthens education delivery and increases skill-building capacity

.

What is Professional Development/Learning?

- Systematic process that strengthens how professionals obtain and retain knowledge, skills, and attitudes
- Consciously designed processes and activities developed to improve organizational practices

But, wait… there's more!

- Adult learning principles to engage learners
- Systematic process: planning, designing, marketing, delivering, evaluating, and following up
- Events/Opportunities, information and presentation sessions, and technical assistance

Events

- Set of skill-building processes and activities designed to assist individuals in obtaining new knowledge and skills
- Purpose: to reach specific goals and improve performance of teachers and students
- Targeted to a specific audience, learner-centered, call to action

What is the difference?

- Workshop
  - Educational program
  - Techniques and skills in a particular field
  - Long-term benefits
- Training
  - Instructional experience
  - New skills and knowledge
  - On-the-job application

Share

Core Principles

- Collaborative
- Systematic
- Targeted
- Adaptive
- Customized
- Results-driven

Key Characteristics

- Continuous learning (on-going practice and feedback)
- Focus on relevant content
- Professional collaboration

Hand up
Stand up
Pair up

As you review the key characteristics, share your current reality of how these components are incorporated in your district? Share your specifics with your group (you will have time to share with the large group after the breakout rooms) .

Purpose

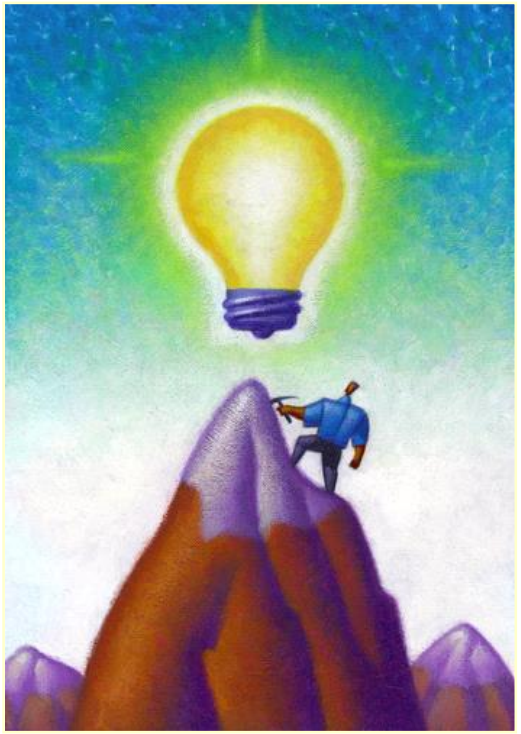
Professional Learning practices strengthen education delivery and increase skill-building capacity.

IF:

1. Educators' commitment to students *all* students, is the foundation of effective professional learning.
2. Each educator involved in professional learning comes to the experience ready to learn.
3. Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
4. Like all learners, educators learn in different ways and at different rates; therefore, practice and feedback is necessary.

Types of Change

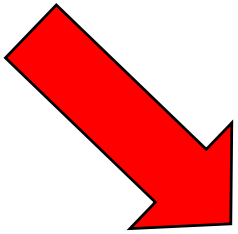
- **K**nowledge
- **A**ttitude
- **S**kill
- **A**spiration
- **B**ehavior



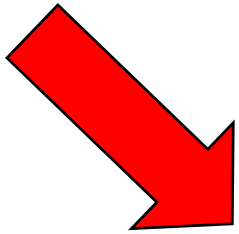
KASAB

Knowledge	Conceptual understanding of information, theories, principles, and research
Attitude	Beliefs about the value of particular information or strategies
Skill	Strategies and processes for applying knowledge
Aspiration	Desires, or internal motivation, to engage in a particular practice
Behavior	Consistent application of knowledge and skills

Teachers participate in collaborative learning experiences.



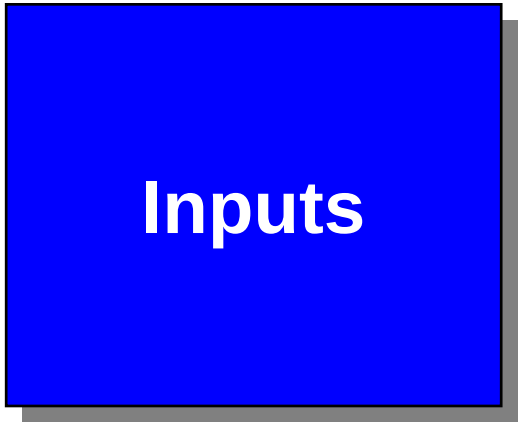
Teachers implement new learning in their instruction.



Student performance increases.

Logic Model

- Specific kind of action plan of the program specifying the flow of changes (results) that will occur
  - Inputs/resources
  - Activities/processes
  - Initial outcomes
  - Intermediate outcomes
  - Results



Resources, personnel, facilities, equipment, etc., used to accomplish the program's activities.

Activities

What a program does, the services it provides to achieve the outcomes; the actions taken to achieve the goals.

Initial Outcomes

Products of a program's activities; services provided by the program; changes in participants' knowledge, and skills; they have little inherent value in themselves yet are important because they lead to the desired outcome.

Intermediate Outcomes

Benefits to participants during and/or after their involvement with the program; these benefits can be defined in terms of changes in behaviors, attitudes, and aspirations that result from changes in knowledge and skills.

Results (Goals)

Description of the program's intended impact on its participants; ultimate outcome the program desires to achieve.

Systems: The Context for Learning

- In the past the terms was professional development which became a contradiction in terms with sit & get, drive by, spray & pray.
- The term has change to professional learning “done right (PL) is indispensable (Walker, 2013, para 2).
- Effective PL is about designing comprehensive systems and facilitating adult learning to support professional practice in ways that ensure educator effectiveness and results for all students.

Joyce & Showers (2002)

- Their research found that PD folks needed to minimize the scheduling f PD events and maximize the design of programs and comprehensive systems in which programs are thoughtfully aligned vertically and horizontally.

Organisation for Economic Cooperation and Development OECD research (2010) found global themes related to PL

- Professional learning is requisite fr 21st century teaching and learning
- In the next decade, mst countries face teacher shortages more importantly, most countries must focus on having enough quality teachers in their systems.
- Self-efficacy – is critical for attracting and keeping the best professionals in schools; PL contributes to feeling of self-efficacy
- Innovation is critical for schools and teachers especially in the 21st century, and professional learning helps individual, schools, and systems

Global themes (con't)

- What's known about effective teaching can be learned.
- What's known about what works in terms of high-quality PL can be implemented.
- What's known about school – and system-level conditions that privilege high-quality PL can be achieved.
- Standards for PL are valuable, whether they're embedded in teacher quality standards or stand alone.
- Every system needs an orientation toward results, both interim and ultimately, related to student achievement.

Global themes (con't)

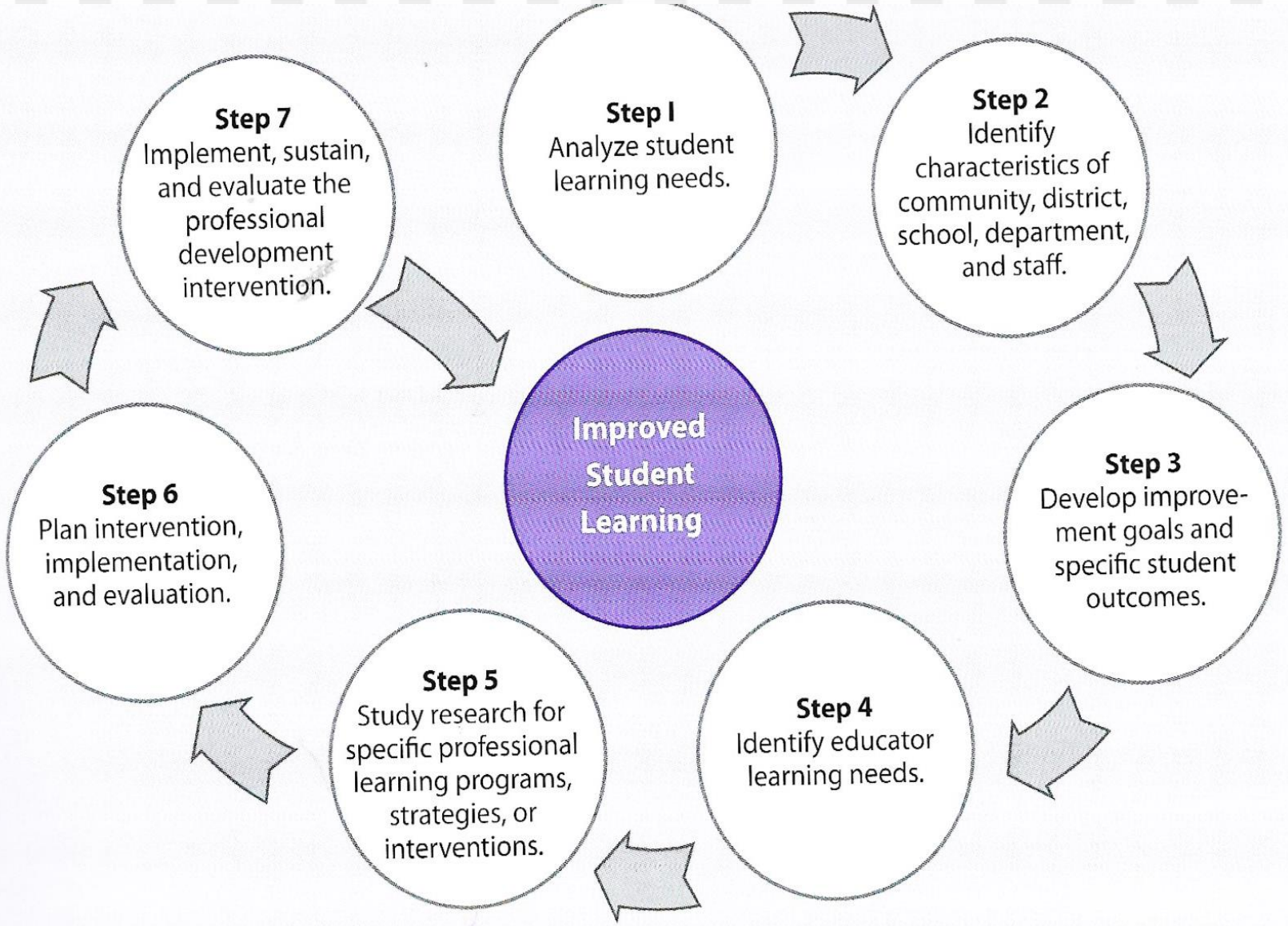
- Evaluation systems – designed and used effectively – may be an important leverage for quality PL
- Educators desperately need more PL but they need high-quality and effective PL (Easton, 2013, p. 14)

  - This last theme is a wake-up call for professionals involved in PL. Educators around the world want more PL.

PL must have a vision & mission

Figure 1:

Backmapping Model for Planning Results-Based Professional Learning



Mission of Professional Learning

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination – high levels of learning for all students.

Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Jenni Donohoo (2017) stated: “Collective teacher efficacy (CTE) refers to a staff’s shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. In addition, when collective efficacy is present, staffs are better equipped to foster positive behavior in students and in raising students’ expectations of themselves by convincing them they *can* do well in school.“

The leverage point with the greatest potential to strengthen and improve educators’ daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.

The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires:

- time and opportunities for observing teaching and learning;
- practicing new ways of teaching;
- looking at student work;
- studying student data;
- learning new skills;
- sharing in and out of the classroom

Research has shown that 49+ hours of professional learning over a six-to-12-month period is needed to move initial learning to consistent application and performance gains for students. (Yoon, Duncan, Lee, Scarloss & Shapely, 2007).

To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education and the state will enhance the improvement process. Effective systemic reform supported by a collaborative community of learners will ensure all students meet rigorous standards and performance outcomes and are college and career ready at graduation.

Critical Questions for Professional Learning Alignment

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)

Critical Questions for Professional Learning Alignment (con't)

- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

SB 380

- Beginning with the Excellence in Education Act of 1985, Missouri has recognized through legislation that the professional learning of educators is vital to student learning. Through this act the Outstanding Schools Act of 1993; school districts have been required to support professional learning in the following ways.
- School districts will:
- Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:
  - Work with beginning and experienced teachers to identify instructional concerns and remedies
  - Serve as a confidential consultant upon a teacher's request
  - Assess faculty needs and develop learning opportunities for staff
  - Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction

The Role of the PDC

- The PDC plays a very important role in the district by providing high quality professional learning opportunities and serving as an advocate for educators - positioning them for success by helping them work toward educator effectiveness and continuous certification. Significantly contributing to this accomplishment are the examples listed below.

Role of PDC

Developing a strong mentoring program (Mentoring Program Standards and Mentoring Appendix A)

• Providing professional learning opportunities that are consistent with the district Comprehensive School Improvement Plan, Individual Professional learning Plans, and simultaneously helpful to teachers striving to meet certification requirements.

Missouri School Improvement Program

6th Cycle MSIP

Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students behaviors resulting in improved student learning.

Professional Learning TL8 - Professional learning activities support effective instructional practices in the school system. A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP. B. The school system provides time and resources for the professional learning of each staff member.

6th Cycle MSIP

- Professional learning drives and supports instructional practices in the district to improve teacher behaviors which change students' behaviors resulting in improved student learning.

6th Cycle MSIP

Collaborative Teams *DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.

A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
B. Educator teams effectively implement group processes in collaborative meetings.
C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.

6th cycle MSIP

- D. Educator teams engage in data-informed decision-making.
- E. Educator teams act reflectively.
- F. Educator teams design lessons collaboratively.
- G. Educator teams examine student work and assessments.
- H. Educator teams develop curriculum collaboratively.
- I. Educator teams address positive classroom learning environments.

MSIP

CSIP

BSIP

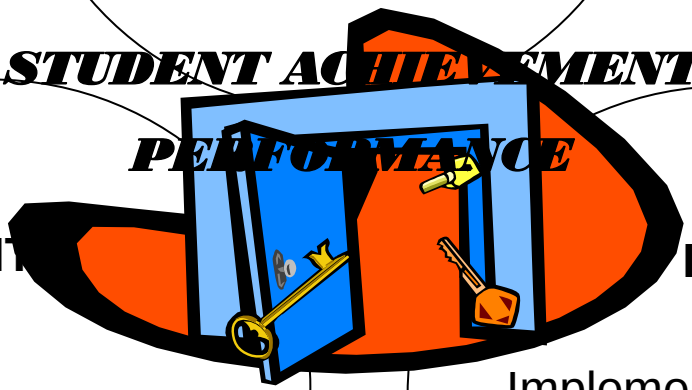
6th CYCLE

CURRICULUM

Alignment: MO Learning
Standards, GLEs
DOK

STUDENT ACHIEVEMENT

PERFORMANCE



ASSESSMENT

Assessment: of learning
for learning

RIGOR

INSTRUCTION

Implementation: data-driven; research-based best practices; Differentiation, MTSS (Rigor and Relevance)

PD Plan

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THE PROFESSIONAL LEARNING ASSOCIATION
PD REDESIGN COMMUNITY

1. My school system has policies and procedures that support the vision for learning communities in schools.
2. Learning communities in my school meet several times per week to collaborate on how to improve student learning.
3. Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.
4. In my school, some of the learning community members include non-staff members, such as students, parents, community members.
5. My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection, and evaluation).
6. In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.
7. All members of the learning communities in my school hold each other accountable to achieve the school's goals.

- Always (5)
- Frequently (4)
- Sometimes (3)
- Seldom (2)
- Never (1)
- Don't Know (0)

Funding and Spending

How will compliance for the expenditure of PDC fund be monitored?

- Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be
- required to include compliance statements.

What is the penalty if a district fails to allocate and expend the required amounts for professional learning?

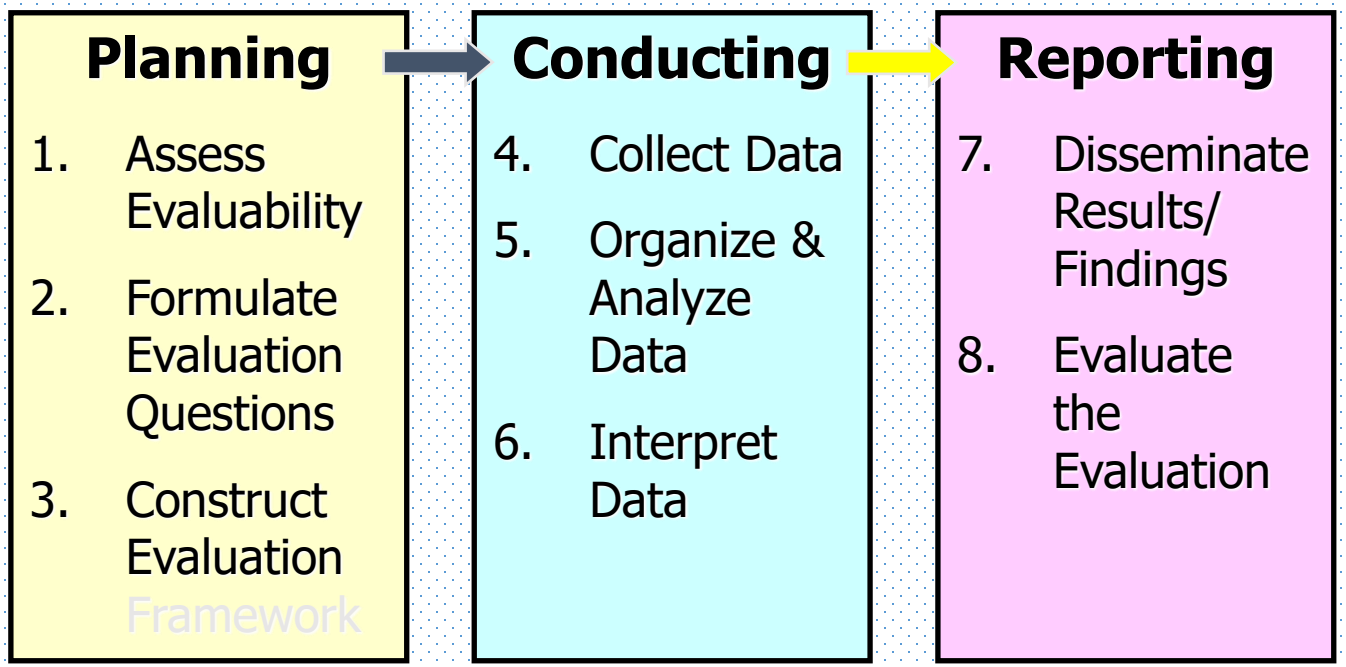
- The district will not receive state aid under the foundation program during the following year.

Guidelines for funds:

- Must the 25 percent carryover money be spent the next year?
- Although not specifically addressed by law, the Department of Elementary and Secondary Education (DESE) guidelines specify it must be spent first in the following years.

PDCs must work together and with administrator to provide high quality professional learning experiences.

Evaluating professional learning



Professional Learning Program

- Planned, coherent, in-depth actions **and** the support system designed and implemented to develop educators' knowledge, attitudes, skills, aspirations, and behaviors to improve student achievement.

Results

What results for individuals, schools, communities …

SHORT *Knowledge* *Skills*	**MEDIUM** *Attitudes* *Aspirations* *Behaviors*	**LONG-TERM** *Intended Results*
Teachers gain knowledge and skills.	Teachers gain aspirations, attitudes, and behaviors.	Students gain aspirations, attitudes, behaviors, knowledge, skills.
Increase teachers' content knowledge.	Change teachers' instructional practices.	Increase student achievement.

Sample Indicators of Success

Goal	Standard of Success	Indicator of Success	Data Source
Increase student achievement in mathematics	By 10% in three years	Fair and reliable measures of mathematics achievement	• SAT 9 • State assessment • Level tests • School wide common assessments

Activity

Create a logic model for at least two actions or components of your professional learning program's theory of change.

Action Planning Process Tool for Using the Professional Learning for School Improvement Planning

Standard: ***Professional Learning that improves the learning of all students…*** **Desired Outcomes:**		**①** **What we are doing now …** (current)	**②** **What we want to do …** (desired)	**③** **Barriers**	**④** **Boosters**	**⑤** **Action Ideas for revising the SIP**
LEARNING COMMUNITIES						
Teacher	**Principal**					
	1.4: Creates and maintains a learning community to support teacher and student learning.					
	1.3: Understands and implements an incentive system that ensures collaborative work.					
1.1: Meets regularly with colleagues during the school day to plan instruction.	*1.1: Prepares teachers for skillful collaboration*					
1.2: Aligns collaborative work with school improvement goals.	*1.2: Creates an organizational structure that supports collegial learning.*					
1.3: Participates in learning teams, some of whose membership extends beyond the school.	*1.5: Participates with other administrators in one or more learning communities.*					

①What is the level of behavior/practice identified by the professional for this Desired Outcome?

②What is the next level of behavior/practice from the IC on that Desired Outcome that the school wants to pursue in the SIP?

③What will currently hinder our efforts to make these changes?

④What will currently support our efforts to make these changes?

⑤What actions will we take to increase the current level of Professional Learning Standards use in supporting the implementation of the SIP?

Standards Overview

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THE PROFESSIONAL LEARNING ASSOCIATION
PD REDESIGN COMMUNITY

Learning Communities

Learning Designs

Implementation

Leadership

Resources

Outcomes

Data

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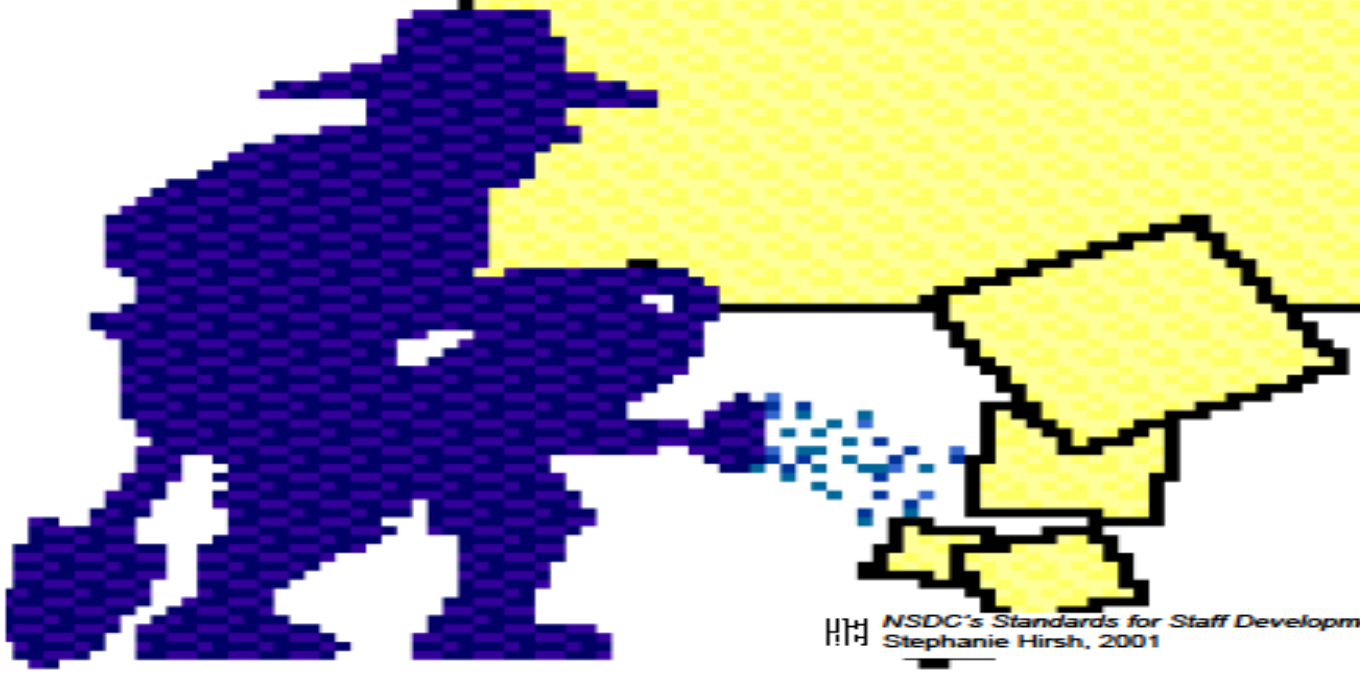
STANDARDS for PROFESSIONAL LEARNING

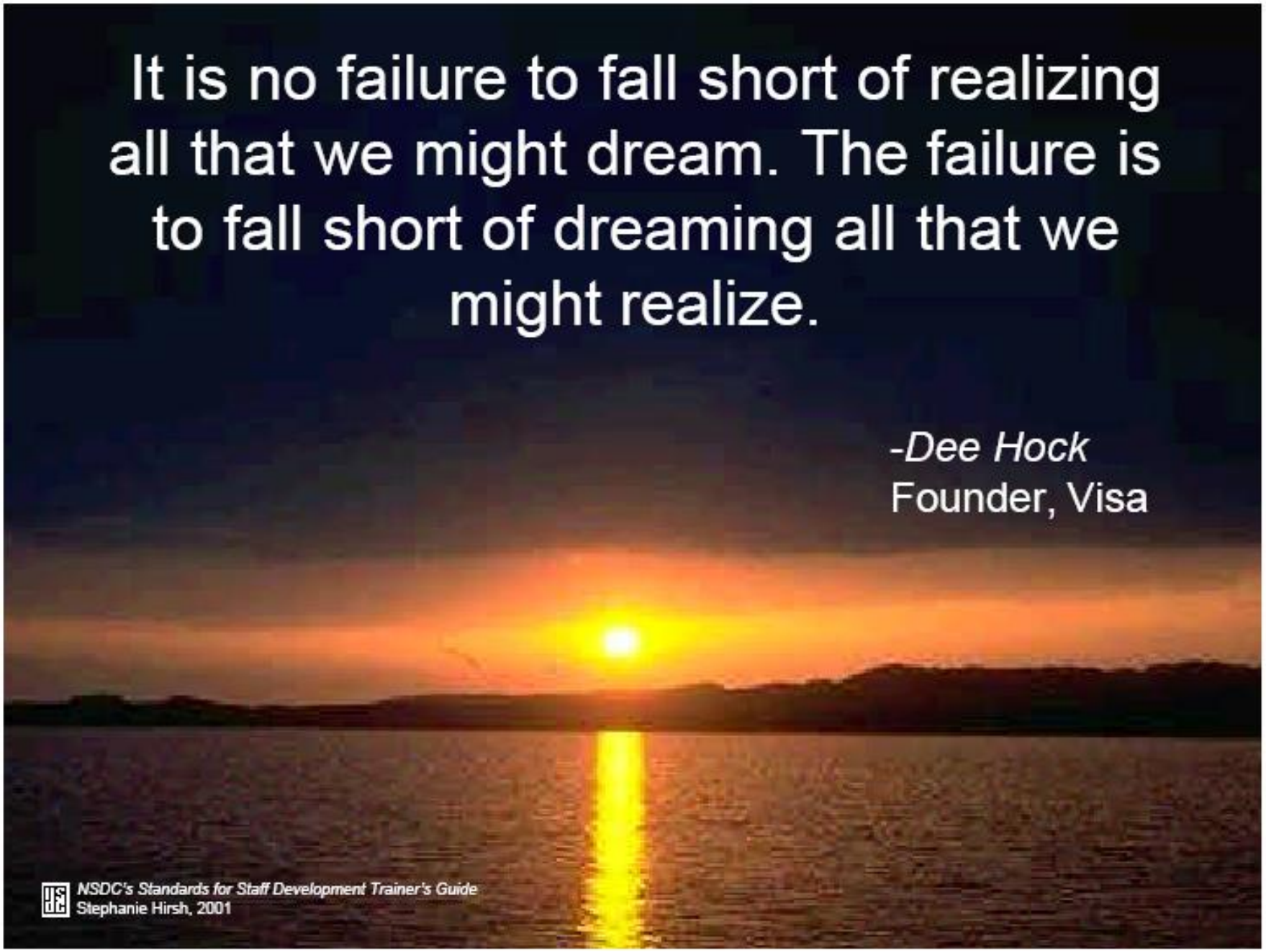
In Terms of These Standards

Where is there evidence of a strength in your organization?

Where is there evidence of a need for attention?



What am I taking back?


It is no failure to fall short of realizing all that we might dream. The failure is to fall short of dreaming all that we might realize.
-Dee Hock
Founder, Visa
NSDC's Standards for Staff Development Trainer's Guide
Stephanie Hirsh, 2001

Joel Barker

- Vision without action is only a dream.