

## **Report to the School Committee: 2019-2020 Professional Learning Plan**

### **Section 1: Executive Summary**

This update to the Barrington Public Schools (BPS) School Committee is aligned to Strategic Plan Pillar Collaborative Culture and 2019-2020 Goal to increase the percentage of staff participating in collaborative professional learning opportunities beyond the school day and school and district-wide committees from 53.3% to 60% and to increase overall satisfaction with professional learning opportunities aligned to strategic goals from 72% to 85%. The purpose of this update is to inform the School Committee of the baseline established in the 2017-2018 school year and to outline the professional learning plan, strategic actions, and supports for the 2019-2020 year necessary to achieve the goal. As such, the District would like to take this opportunity to share the following details regarding professional learning. Primary and secondary target areas of focus for 2019-2020 will include:

- Systems of Student Supports PK-12
- Deep Learning and Project Based Learning PK-12
- Cultural Competence and Relevance PK-12
- Literacy Strategies for all and for struggling readers/writers K-5
- Social Emotional Learning (SEL) PK-12
- Administrative Leadership PK-12
- Instructional Strategies for English Language Learners (K-12)
- Ongoing Safety and Compliance Training (i.e. Lockdown training, escalation training, first aid training, policy and protocol training, etc.)
- Ongoing content professional learning (i.e. math curriculum, reading, etc.)

#### **Next steps include:**

Internal and external learning opportunities to build common understanding, capacity, and skills necessary for implementation. Opportunities will occur during professional learning days, via job-embedded coaching, and through release time activities. All professional learning activities will include opportunities for staff feedback, evaluation, and implementation support.

#### **Based upon the above information, the Administration recommends the following actions or considerations:**

- Continue to maintain the current levels of professional learning days available to staff
- Consider structures that allow for the provision of professional learning opportunities for teacher assistants and support staff
- Continue to fund professional learning at the current levels
- Consider the impact of staffing for job imbedded coaching and professional learning
- Continue to support National Board Teacher Certification and Course Reimbursement Structures
- Provide additional incentives for advanced degrees

This executive summary provides an overview of the full report to the school committee provided in Section II of this document.

### **Section 2: Comprehensive Report to the School Committee Regarding Professional Learning**

This update to the Barrington Public Schools (BPS) School Committee is aligned to Strategic Plan Pillar Collaborative Culture and 2019-2020 Goal to increase the percentage of staff participating in collaborative professional learning opportunities beyond the school day and school and district-wide committees from 53.3% to 60% and to increase overall satisfaction with professional learning opportunities aligned to strategic goals from 72% to 85%. The purpose of this update is to inform the School Committee of the baseline established in the 2017-2018 school year and to outline the professional learning plan, strategic actions, and supports for the 2019-2020 year necessary to achieve the goal.

### **Introduction:**

According to Learning Forward (2017), research from the past twenty years demonstrates a strong correlation between teacher instructional practices and student performance. Further, they note that the studies show that targeted professional learning activities positively impact teacher practice, and therefore, positively impact student success. Moreover, studies reveal that the correlation includes, “a relationship between leadership practices, teaching effectiveness, and student learning” (Learning Forward, 2017, p. 5).

### **Program:**

The BPS Professional Learning Program is built upon the Learning Forward Standards for Professional Learning including: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes.

The BPS program design is as follows:

- All educators are required to participate in the District Professional Development Days and must reach 60 hours of professional learning over five years to maintain their professional status. Of the six days, K-5 participates in four professional learning days as a result of their participation in parent teacher conferences, orientations, and opening day activities. This is an increase of one professional learning day for K-3. Of the six days, 6-12 participates in five and a half as a result of their participation in opening day activities, and senior project reading.
- Teachers complete needs surveys and help design and implement internal professional development workshops and activities based on their individual needs, interest, and expertise.
- Educators may apply to participate in relevant external professional learning opportunities connected to their needs and interests. Educators who attend external sessions are required to demonstrate proof of implementation in their practice and are required to share their learning with relevant teacher teams. Teachers who become experts through outside professional learning opportunities lead in-house sessions to build the capacity of their teams.
- All teachers and administrators connect their personal professional growth goal and related professional learning to their evaluation on an annual basis. The professional growth goal can fall into three categories (1) personal interest, (2) targeted team goal, (3) suggested by evaluator as a result of performance.

- If a teacher has achieved a Master's Degree, they are eligible for salary movement upon completion of 15 credits of external professional learning.
- Teachers interested in National Board Certification are afforded five professional release days and funding for the application and evaluation process.
- Teachers who achieve National Board Certification or a Doctorate are eligible for salary incentives.
- The District provided instructional coaching for teachers in the K-3 schools, mentoring by master teachers for all new hires, PK-12 deep learning coaching for teachers at the middle and high school, and induction coaching for all new teachers.
- In addition to professional learning, educators, including teachers, paraprofessionals, and administrators, are eligible for up to 80% course reimbursement following the dollar caps set in their contracts.
- Finally, teachers are supported in their pursuit and maintenance of National Board Certification through release time to submit evidence of effectiveness for renewal.

External Professional Learning during the 2018-2019 year included:

- Coursework towards Masters in English Language Learners, English, Math, Administration, School Counseling, Special Education
- Coursework towards Doctorates in Curriculum, Teaching and Learning
- National Board Certification
- Deep Learning
- Experiential Learning
- Orton Gillingham Phonics instruction
- Technology Integration
- Health Education and School Nursing Strategies
- Mental Health Strategies
- School Safety
- Executive Functioning
- Digital Literacy
- Writing
- Substance Abuse and Vaping
- Opioid Use
- Suicide Prevention
- Inclusion Strategies
- Growth Mindset
- Mindfulness
- Science
- Virtual Learning Strategies
- Assistive Technology
- Strategies for Working with Students on the Autism Spectrum
- Speech Pathology
- Transition Skills
- Math Interventions
- Advanced Placement Instruction
- Pathway Development

- Music Education

**Breakdown of Participants 2018-2019:**

- 299/302 Teachers and administrators participated in internally provided professional development during the 2018-2019 school year. The 299 participants engaged in 866 internal professional learning activities.
- 106/302 Teachers and administrators participated in externally provided professional development during the 2018-2019 school year. The 106 participants engaged in 195 external professional learning activities.
- Total participants and activities, inclusive of job-embedded coaching, reached 299 teachers and administrators for a total of 15,050 professional learning activity hours.

**Targeted Breakdown of Participants 2019-2020**

- Internal Professional Development
  - 299 Teachers and Administrators
  - 30 Paraprofessionals
  - XXX Maintenance
- External Professional Development
  - 185 Teachers and Administrators
  - 15 Paraprofessionals
  - XXX Maintenance
- Coaching
  - 215 Teachers and Administrators
  - XXX Paraprofessionals
  - XXX Maintenance

**Overview of Related Activities:**

Based on data including teacher survey, department feedback, student data, walkthrough data, and a review of the strategic plan, the following focused professional learning opportunities are included in the primary and secondary target areas of focus for 2019-2020:

- Universal Design for Learning (UDL) PK-12
- Deeper Learning and Project Based Learning PK-12
- Writing 6-12
- Social Emotional Learning (SEL) PK-12
- Administrative Leadership PK-12
- Instructional Coaching K-3
- Deeper Learning Coaching K-12
- Induction Coaching for New Teachers
- Instructional Strategies for English Language Learners (K-12)
- Ongoing Safety and Compliance Training (i.e. Lockdown training, escalation training, first aid training, policy and protocol training, etc.)
- Ongoing content professional learning (i.e. math curriculum, reading, etc.)

Based on data including teacher survey, department feedback, student data, walkthrough data, and a review of the strategic plan, the following focused professional learning opportunities were offered through the District during the 2019-2020 year:

- New Teacher Efficacy
  - Induction Coaching for new teachers
  - Mentoring for new teachers and new hires
- Curriculum and Pedagogical Knowledge
  - Coaching and implementation strategies relative to deep learning and project-based learning
  - Coaching relative to K-3 English Language Arts
  - Content area focused professional development in the areas of English Language Arts, Next Generation Science Standards, and Math tasks
  - Digital Literacy
- Literacy for All
  - Coaching and implementation strategies relative to Foundational Literacy and Framing Your Thoughts Writing
- Effective Strategies for Unique Learners
  - Implementation strategies relative to Universal Design for Learning and systems of supports for learners
  - Strategies relative to the instruction of English Language Learners
- Social Emotional Learning
  - Strategies relative to Social Emotional Learning and Mindfulness

Using their standards and the data resulting from research and surveys, Learning Forward (2017) makes the following recommendations:

- Provide opportunities for continuous, job-embedded professional learning
- Use a variety of sources of data to plan and assess professional learning
- Include teachers in decision making about their own professional learning

In analyzing the recommendations and standards, the Administrations determined that we exceed in our use of data to drive decision making and the inclusion of teachers in making decisions about their professional learning. However, the Administration has determined that we need to make improvements in the area of providing opportunities for continuous, job-embedded professional learning.

**Explanation of Accomplishments Including Relevant Measures 2018-2019:**

Targeted Area	Measure Used	Accomplishments
Coaching and implementation strategies relative to Project Read	Observation Data  Survey Data	Implementation in targeted classrooms revealed 90% program fidelity

<p>foundational reading – Year 2</p>		<p>90% of teacher participants indicated that training and coaching increased their efficacy with implementation of foundational reading strategies</p> <p>Training reached 100% of K-5 core teachers and specialists.</p> <p>Coaching reached 55% of K-3 core teachers and specialists.</p>
<ul style="list-style-type: none"> <li>Coaching and implementation strategies relative to deep learning and project-based learning -Year 2</li> </ul>	<p>Walkthrough Data as conducted by Highlander Institute</p> <p>Focus Group data as conducted by the Governor’s Office of Innovation and Northeastern University</p> <p>Feedback data from Highlander Institute staff surveys</p>	<p>100% of middle school teachers received training and coaching.</p> <p>40 High school teachers received training and coaching.</p> <p>40 elementary teachers received training and coaching.</p> <p>Walkthrough data and focus group data revealed increased student engagement, increased staff understanding and comfort, overwhelming support for moving forward with coaching from Highlander on Project Based Learning K-12.</p> <p>Survey data revealed that 85% of teachers would like to build a stronger foundation in deep learning competencies and measurement of those competencies.</p>
<p>Induction Coaching for new teachers</p>	<p>Teacher Survey</p>	<p>4 teachers received induction coaching</p> <p>100% of teachers revealed increased levels of curriculum</p>

		<p>knowledge, behavior management skills, and confidence in pedagogical skills.</p> <p>100% of the teacher participants recommend induction coaching for new teachers.</p>
Mentoring for New Hires	<p>Teacher Survey</p> <p>Mentor Survey</p>	<p>10 teachers received mentoring</p> <p>3 additional teachers trained as mentors</p> <p>100% of mentors revealed satisfaction in the mentor process.</p> <p>85% of mentees revealed increased confidence with instructional methodologies aligned to the BPS curriculum and processes.</p>
<ul style="list-style-type: none"> <li>Implementation strategies relative to Ruler</li> </ul>	Survey Data	<p>36 educators trained in the train the trainer model.</p> <p>100% of teachers received year 1 training.</p> <p>100% of teachers implemented the charter.</p> <p>80% of teachers implemented the mood meter.</p> <p>90% of participants indicated that the strategies of Ruler are relevant and useful and that additional training, including coaching is needed across content areas and grades.</p>

<ul style="list-style-type: none"> <li>Coaching relative to K-3 English Language Arts</li> </ul>	<p>Walkthrough Data</p> <p>Survey Data</p>	<p>95% of classrooms at the K-3 level effectively use iCan statements to drive instruction.</p> <p>100% of K-3 ELA tasks benchmarked in accordance with developmental levels and standards.</p> <p>50% of classroom teachers received direct coaching at K-3. (Coach has capacity to work directly with 2 grades per year across the 3 buildings)</p> <p>100% of the teachers coached indicated a need to continue with coaching in the future as an effective method for professional growth.</p> <p>EL curriculum fully implemented in 100% of grade 3 classrooms.</p>
<ul style="list-style-type: none"> <li>Content area focused professional development in the areas of English Language Arts, Next Generation Science Standards, and Math tasks</li> </ul>	<p>Survey Data</p>	<p>93% of teachers indicated that they benefit from collaborative learning and curriculum development through their Professional Learning Communities.</p>
<ul style="list-style-type: none"> <li>Strategies relative to the instruction of English Language Learners</li> </ul>	<p>Survey data collected by Nancy Cloud</p>	<p>100% of the participants indicated a deeper understanding of the significance of selecting culturally relevant curriculum for instruction</p> <p>90% of participants revealed and increased understanding of literacy strategies as the</p>

		<p>relate to English Language Learners</p> <p>95% indicated a desire to continue working on ELL strategies with Nancy Cloud as the facilitator.</p>
Digital Literacy	Annual assessment of Skills as created by Common Sense Media	All Schools are Common Sense Media Certified and 100% of teachers and library media specialists have participated in the annual training

**Explanation of Needs including Relevant Measures:**

According to Learning Forward’s most recent report on the impact of high quality professional development:

For school-based educators, collaborative, job-embedded, standards-driven professional learning is the single most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet the diverse learning needs of their students. Educators who are committed to effective professional learning engage in a cycle of continuous improvement in which they are active partners in determining the focus of their learning, including how their learning occurs and how they evaluate its effectiveness. This increases the quality of educator learning, improves the performance of all educators, and increases student learning. Increased educator effectiveness makes possible a shift from current reality to the preferred outcomes of enhanced student-learning results—a goal to which all educators subscribe. (2017)

Since 2000, Barrington Public Schools (BPS) has been dedicated to the training and commitment required to established Professional Learning Communities (PLCs) to achieve the goals of looking at student work, continuous improvement, and collaborative professional learning. These structures and processes have served us well for many years; however, it is time to consider the missing element of job-embedded professional learning.

In analyzing our ability to implement programmatic changes with fidelity and timeliness, the work of our internal K-3 Instructional Coach and our partnered consultants demonstrates a stark contrast to programs and grade levels without similar systems of supports. In drawing on the research of Learning Forward, the meta-analyses of John Hattie, and the findings of Measures of Teacher Effectiveness, the Administration recommends the gradual increase of instructional coaches to reach our maximum potential in empowering all students to excel.

**Targeted Next Steps:**

Internal and external learning opportunities to build common understanding, capacity, and skills necessary for implementation. Opportunities will occur during professional learning days,

via job-embedded coaching, and through release time activities. All professional learning activities will include opportunities for staff feedback, evaluation, and implementation support. Full implementation of the new Rhode Island Department of Education Professional Learning Units will be integral to the 2019-2020 Professional Learning Plan.

Partnerships will include

- Northeastern University – Experiential Learning
- New Pedagogies for Deep Learning – Deep Learning Competencies and Measurement
- Highlander Institute – Deeper Learning and Project Based Learning
- Nancy Cloud, Bristol Warren, and Tiverton – English Language Learner Strategies
- Jill Pompei – Foundational Literacy Skills – Project Read and Framing Your Thoughts
- Donna Correia – Induction Coaching
- T-Times Productions – Leadership Development and Culturally Relevant Curriculum
- Studer Education Group – Strategic Implementation and Continuous Improvement
- Barrington Police Department – School Safety
- Yale University – RULER Social Emotional Learning

### **Budget and Funding:**

#### **2018-2019 Totals**

- Competitive Grant Funding in the amount of \$185,000 was used to support activities and a deep learning coach/consultant for Barrington Middle School and High School
- Title II funding in the amount of \$36,000 was used to support activities and a deep learning coach/consultant for the remainder of the schools
- Title II funding in the amount of \$36,000 was used to support activities and a deep learning coach/consultant for the remainder of the schools
- State and federal grant funding in the amount of \$90,000 was used to support activities and a Project Read coach/consultant for the K-3 elementary schools
- Local funding in the amount of \$25,000 was used to support targeted professional learning
- Funding for 1 full-time instructional coach, in the amount of \$85,000, from local funds was used for the K-3 elementary schools
- Total Professional Learning Funding \$305,000

#### **2019-2020 Planned**

- Competitive Grant Funding in the amount of \$92,000 was used to support activities and a deep learning coach/consultant for Barrington Middle School
- Title II funding in the amount of \$36,000 was used to support activities and a deep learning coach/consultant for the remainder of the schools
- State and federal grant funding in the amount of \$90,000 was used to support activities and a Project Read coach/consultant for the K-3 elementary schools
- Local funding in the amount of \$25,000 was used
- Funding for 1 full-time instructional coach, in the amount of \$85,000, from local funds was used for the K-3 elementary schools
- Competitive Grant Funding for school safety \$10,000
- Course Reimbursement \$ 50,000

- XQ Grant Planning Funding \$25,000
- Induction Coaching \$25,000
- Total Professional Learning Funding \$438,000

**Administration’s Recommendations to the School Committee:**

- Continue to maintain the current levels of professional learning days available to staff
- Consider structures that allow for the provision of professional learning opportunities to all staff
- Continue to fund professional learning at the current levels
- Consider the impact of staffing for job imbedded coaching and professional learning
- Fully integrate the Rhode Island Department of Education certification requirements on the current, contractual Professional Learning Unit and Professional Learning Plan requirements.

**Professional Learning Units**

Four kinds of professional learning units (PLUs) are available to educators. The four kinds are those that:

- Enhance educator effectiveness,
- Build curricular implementation knowledge,
- Develop pedagogical knowledge, and/or
- Deepen content knowledge.

Together, these experiences serve as the foundation for a well-supported team of educators with the common purpose of serving students. Activities that meet these criteria, as outlined in our Professional Learning Units for Teacher Certification document will be offered, approved, monitored, measured, and tracked in our Frontline System.

**References (if applicable):**

Bill & Melinda Gates Foundation. Learning about teaching: Initial findings from the Measures of Effective Teaching Project. (2010). Bill & Melinda Gates Foundation.

Hattie, J. (2013). *Visible learning for teachers*. Sage Publications: Thousand Oaks, California.

Learning Forward. (2011). Standards for professional learning. Learning Forward.

Learning Forward. (2017) The state of professional learning. Learning Forward.

**Appendices:**

**Professional Learning Units/Teacher Certification District Guidance**

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/385467/Teacher\\_Certification\\_Updated\\_March\\_2019.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/385467/Teacher_Certification_Updated_March_2019.pdf)

**District Strategic Plan and Score Card**

**\*2019-2020 Score Card Under Development**

<https://www.barringtonhigh.org/o/Barrington%20Schools/page/2018-2023-district-strategic-plan>