

Barrington Public Schools' Professional Learning Plan Draft 2019-2020



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Introduction

Barrington Public Schools (BPS) offers professional learning experiences to help every educator contribute to the success of children in accordance with our vision, to *Empower All Students to Excel*. BPS extends beyond the requirements instituted by the Rhode Island Department of Education.

BPS built the Professional Learning Program 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 teachers participate in four professional learning days as a result of their involvement 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 teachers participate in five and a half as a result of their engagement 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 goals 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 the 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 provides instructional coaching for teachers in the K-3 schools, mentoring by master teachers for all new hires, PK-12 deep learning coaching, 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, BPS supports teachers in their pursuit and maintenance of National Board Certification through release time to submit evidence of effectiveness for renewal.

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.

LEA Contact(s) & Role

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LEA Professional Learning Goals

What are your LEA's prioritized professional learning goals? Include timeframes for monitoring and/or achieving the goals.

1. By the end of the 2023 school year, 100% of K-12 teachers receive the necessary training and support to successfully implement a new, high-quality ELA curriculum to provide effective, standards-aligned instruction.
 - a. Progress toward the goal will be monitored quarterly, utilizing measures described below.
2. By the end of the 2023 school year, 100% of K-12 teachers receive the necessary training and support to successfully implement a new, high-quality math curriculum to provide effective, standards-aligned instruction.
 - a. Progress toward the goal will be monitored 3 x a year, utilizing the measures described below.
3. Support new teachers such that 100% of educators in their first year with the district achieve proficiency in core areas of district vision for strong instruction as measured by the District Teacher Evaluation Model and District Walkthroughs.
 - a. Progress to the goal will be 3x a year, utilizing the measures described below.
4. By the end of 2021, 100% of K-12 teachers receive training on deep learning competencies, pedagogies, and measurement strategies necessary to design tasks and implement a curriculum aligned with our Vision of a BPS Graduate.
 - a. Progress toward the goal will be monitored 3 x a year, utilizing the measures described below.
5. Support all teachers in strategies to meet the needs of the unique learners in their classroom through Universal Design for Learning

- a. Progress toward the goal will be monitored 3 x a year, utilizing the measures described below.
- 6. By the end of 2021, 100% of core teachers will receive training on foundational literacy skills.
 - a. Progress toward the goal will be monitored 3 x a year, utilizing the measures described below.
- 7. Support all teachers in strategies to meet the social-emotional needs of all learners.
 - a. Progress toward the goal will be monitored quarterly, utilizing measures described below.

Measure of Professional Learning Goals

1. Measures for Goal 1
 - a. 30% of teachers effectively utilizing core elements of the new curriculum (instructional routines, content-specific pedagogy, assessment) as measured by curriculum-aligned walkthrough tool by the end of 2019-2020
 - b. 85% of teachers reporting a high level of satisfaction with PL to support curriculum implementation, as measured by teacher survey
 - c. Increase in 10% of students meeting or exceeding proficiency on curriculum aligned interim assessments
 - d. Year over year increase in 10% of students meeting or exceeding proficiency on summative assessments
2. Measures for Goal 2
 - a. 85% of teachers effectively utilizing core elements of the new curriculum (instructional routines, content-specific pedagogy, assessment) as measured by curriculum-aligned walkthrough tool
 - b. 85% of teachers reporting a high level of satisfaction with PL to support curriculum implementation, as measured by teacher survey
 - c. Increase in 10% of students meeting or exceeding proficiency on curriculum aligned interim assessments
 - d. Year over year increase in 10% of students meeting or exceeding proficiency on summative assessments
3. Measures for Goal 3
 - a. 90% of new educators achieving proficiency in core areas of district vision for strong instruction as measured by district observation tool
 - b. 95% of teachers reporting high levels of growth and relevance from their time with the induction coach, as measured by teacher survey
 - c. 90% of teachers reporting high levels of growth and relevance from their time with the mentor, as measured by teacher survey
 - d. Any gap between new and experienced teachers % of students meeting or exceeding proficiency on formative and summative assessments decreases to no more than 10%
 - e. 90% of teachers who accept offers for employment in the next school year
4. Measures for Goal 4
 - a. 75% of teachers effectively utilizing core elements of deep learning pedagogies as measured by walkthrough tool by the end of 2019-2020
 - b. 85% of teachers reporting a high level of satisfaction with PL to support deep learning implementation, as measured by teacher survey
 - c. 75% of students meeting or exceeding proficiency on deep learning competencies as measured by DL rubrics

- d. Year over year increase in 10% of students meeting or exceeding proficiency on deep learning competencies
- 5. Measures for Goal 5
 - a. 75% of teachers effectively utilizing UDL as measured by walkthrough tool by the end of 2019-2020
 - b. 85% of teachers reporting level high level of satisfaction with PL to support UDL, as measured by teacher survey
 - c. 75% of students with ELL, RTI, and IEPs realizing a year over year increase in 10% of students meeting or exceeding proficiency on deep learning competencies
- 6. Measures for Goal 6
 - a. 80% of teachers effectively utilizing Project Read and Framing Your Thoughts measured by curriculum-aligned walkthrough tool by the end of 2019-2020
 - b. 85% of teachers reporting a high level of satisfaction with PL to support Project Read and Framing Your Thoughts implementation, as measured by teacher survey
 - c. Increase in 10% of students meeting or exceeding proficiency on curriculum aligned interim assessments
 - d. Year over year increase in 10% of students meeting or exceeding proficiency on summative assessments
- 7. Measures for Goal 7
 - a. 75% of teachers effectively utilizing Charter, Mood Meter, and Meta-Moment elements of Ruler as measured by walkthrough tool by the end of 2019-2020
 - b. 85% of teachers reporting a high level of satisfaction with PL to support Ruler implementation, as measured by teacher survey
 - c. 75% of students meeting or utilizing at least 1 of the 3 Ruler strategies
 - d. Year over year increase in 10% of students utilizing at least 1 of the 3 Ruler strategies

Regulatory Requirements Crosswalk

| Area and Sub Level(s) | District Plan Reference |
|--|-------------------------|
| Develop, with employed educators, an LEA professional learning plan. | |
| <ul style="list-style-type: none"> ● Operational definition of professional learning activities | X |
| <ul style="list-style-type: none"> ● Supports from the LEA including, at a minimum, time, opportunities, and resources that support ongoing school-based professional learning activities | X |
| Identify the needs and interests of all educators based on analysis of: | |
| <ul style="list-style-type: none"> ● Student data | X |
| <ul style="list-style-type: none"> ● Educator evaluation | X |
| <ul style="list-style-type: none"> ● Surveys | X |
| <ul style="list-style-type: none"> ● Needs assessments | X |
| Alignment of educator, district and school needs through the review of but not limited to: | |
| <ul style="list-style-type: none"> ● District strategic plans | X |
| <ul style="list-style-type: none"> ● School improvement plans | X |
| <ul style="list-style-type: none"> ● Educator surveys | X |
| <ul style="list-style-type: none"> ● Other: (Describe) Walkthroughs | X |
| Provide examples of allowable professional learning activities | |
| <ul style="list-style-type: none"> ● Examples of professional learning activities | X |
| Develop a process for approving professional learning activities | |
| <ul style="list-style-type: none"> ● The layout approval process for crediting professional learning activities for PLU (1 hour of an approved professional learning activity equals 1 PLU) | X |
| <ul style="list-style-type: none"> ● Consider a new or existing dispute resolution process | X |
| <ul style="list-style-type: none"> ● Ensure school-based activities are ongoing, such as: <ul style="list-style-type: none"> ○ Data analysis meetings & Student work review teams ○ Curriculum implementation teams ○ Improvement cycle activities ○ Induction activities & Mentoring activities ○ Structured professional learning communities | X |
| Align and differentiate opportunities for the following certificate areas to ensure relevance: | |
| <ul style="list-style-type: none"> ● Teachers | X |
| <ul style="list-style-type: none"> ● Administrators | X |
| <ul style="list-style-type: none"> ● Support professionals | X |

Barrington Professional Learning Plan

Barrington Public Schools is a suburban public school district in eastern Rhode Island. It serves approximately 3,400 students in 6 schools. 6% of its students qualify for a free or reduced lunch, and for just over 200 students learning English as an additional language, with 100 students representing 19 different languages eligible for direct ESL instruction.

The district consists of one PK-3 school, two K-3 schools, one 4-5 upper elementary school, one 6-8 middle school, and one high school. We have an Assistant Superintendent who oversees all professional learning, curriculum, and instruction in the District. We also have one K-3 Instructional Coach, 8 Reading Specialists, and 6 Math Specialists. We employ a contracted induction coach and train master teachers as mentors. We have content specialists who also serve as teachers in middle and high schools.

We engaged leaders from the union, school sites, and the district in a year-long strategic planning process, a portion of which was to identify objectives for professional learning in the coming year. This process builds off of our five-year strategic plan and informs our annual school improvement plans. Our primary objectives are to:

1. Adopt a high-quality math and English Language Arts curriculum and support every teacher to use the curriculum as a tool to provide effective, standards-aligned instruction.
2. Support and retain effective new teachers.
3. Enhance curriculum and pedagogical knowledge to instill deep learning competencies in our students.
4. Support learning for all students that includes Universal Design for Learning, specific intervention strategies, and Literacy for All.
5. Develop an environment that is grounded in social-emotional learning strategies.

Professional learning activities in Barrington Public Schools are consistent and aligned, as noted in the crosswalk, within a given professional's role in supporting students. Each school further identifies complementary professional learning opportunities and overall objectives in their school improvement plans. Teachers also have the ability to apply to participate in individual professional learning.

High-Quality Math and ELA Curriculum: Implementing Open Up Math

Two data points led us to examine our existing math curriculum:

- RICAS math scores are lower than those in ELA.
- A local needs assessment revealed our 6-12 math curriculum is not on the state-approved list.

As a result, a team of stakeholders assembled to select a new curriculum and create a plan to support teachers in its adoption.

A Middle School implementation team is currently leading the workaround creating and sustaining professional support around the adoption of Open Up Math. For 9 educators on the implementation team, service on this team will result in 75 Professional Learning Units, reflecting their 75 hours of participation.

Coaching. The school-based math coach will work with teachers to plan and engage in reflective coaching cycles. The coach will frequently observe short portions of lessons and provide content-specific feedback to observed teachers. Engaging with a coach is a Professional Learning Activity worth 15 Professional Learning Units per trimester.

Initial Training. A five-day initial training session for those using the curriculum is a Professional Learning Activity worth 30 Professional Learning Units.

Principal Training. A three-day initial session intended for those who will observe and support those teaching Open Up is a Professional Learning Activity worth 18 Professional Learning Units.

Collaborative Planning. Teachers and other support professionals plan weekly to meet the needs of students. Teachers using Open Up Math will have a particular focus on completing the work students will do in an upcoming lesson, while reflecting on student work from a prior lesson. Protocols are developed from our curriculum implementation team for use by all professionals to remain “future-focused” on student products and needs. Collaborative planning at the middle school is a Professional Learning Activity worth up to 36 Professional Learning Units per school year.

High-Quality Math and ELA Curriculum: Implementing Expeditionary Learning Curriculum Grades 2-5

Two data points led us to examine our existing math curriculum:

- A local needs assessment revealed our k-12 ELA curriculum is not on the state-approved list.
- Our ELA curriculum lacked coherence on the Achieve the Core Rubric
- Our ELA curriculum lacked a focus on grammar and conventions, resulting in lower than average RICAS scores in these areas.

As a result, a team of stakeholders assembled to select a new curriculum and create a plan to support teachers in its adoption.

A Grades 2-5 implementation team is currently leading the workaround creating and sustaining professional support around the adoption of EL. For 15 educators on the implementation team, service on this team will result in 75 Professional Learning Units, reflecting their 75 hours of participation.

Coaching. The K-3 Instructional coach will work with teachers to plan and engage in reflective coaching cycles. The coach will frequently observe short portions of lessons and provide content-specific feedback to observed teachers. Engaging with a coach is a Professional Learning Activity worth 15 Professional Learning Units per trimester.

Initial Training. A six-day initial training session for those using the curriculum is a Professional Learning Activity worth 36 Professional Learning Units.

Principal Training. A three-day initial session intended for those who will observe and support those teaching Open Up is a Professional Learning Activity worth 18 Professional Learning Units.

Collaborative Planning. Teachers and other support professionals plan weekly to meet the needs of students. Teachers using EL will have a particular focus on completing the work students will do in an upcoming lesson, while reflecting on student work from a prior lesson. Protocols are developed from our curriculum implementation team for use by all professionals to remain “future-focused” on student products and needs. Collaborative planning at the elementary school is a Professional Learning Activity worth up to 36 Professional Learning Units per school year.

Supporting New Teachers

Three data points led us to prioritize the Barrington induction coaching program for new teachers:

- Students assigned to long-term substitutes received lower achievement scores on district assessments.

- Barrington has averaged 4 new teachers over the last three years, a critical cohort for short- and long-term student success.
- 100% of new teachers who return for a second year say the relationship with an induction coach is “very important” to their success.

Each of this year’s 4 new teachers is assigned an induction coach. Each coach and new teacher pairing will meet for a minimum of 90 minutes per week, where they will collaboratively identify goals and objectives, select measures to monitor progress, and structure observations and reflection time. Coaches also model skills through co-teaching, supporting lesson design, and analyzing student work. Participation as a coach or a new teacher is a Professional Learning Activity worth 36 (PLUs) for the school year.

Three data points led us to prioritize the Barrington mentoring program for new hires:

- Barrington has averaged 8 new teachers over the last three years, a critical cohort for short- and long-term student success.
- 85% of new teachers who return for a second year say the relationship with a mentor coach is “important” to “very important” to their success.

Each of this year’s 10 new teachers is assigned a mentor. Each mentor new teacher pairing will meet for a minimum of 45 minutes per week, where they will collaboratively identify goals and objectives, select measures to monitor progress, and structure observations and reflection time. Mentor also model skills through co-teaching, supporting lesson design, and analyzing student work. Participation as a coach or a new teacher is a Professional Learning Activity worth 18 (PLUs) for the school year.

Supporting Strong Curriculum and Pedagogical Approaches

Two data points led us to examine our existing pedagogical approaches

- Student Feedback on the OECD test for schools revealed that students did not see the connection between school and the real-world.
- Walkthrough data revealed 60% of classrooms engaged students in meaningful, data-based reflection.

As a result, a team of stakeholders assembled to re-imagine and redesign education in Barrington four years ago.

A PK-12 implementation team is currently leading the workaround creating and sustaining professional support around the adoption of deep learning competencies, pedagogical approaches, and measurements. For 15 educators on the implementation team, service on this team will result in 75 Professional Learning Units, reflecting their 75 hours of participation.

Coaching. The Highlander and NPDL coaches will work with teachers to plan and engage in reflective coaching cycles. The coach will frequently observe short portions of lessons and provide content-specific feedback to observed teachers. Engaging with a coach is a Professional Learning Activity worth 15 Professional Learning Units per trimester.

Initial Training. A two-day initial training session for those using the curriculum is a Professional Learning Activity worth 10 Professional Learning Units.

Principal Training. A three-day initial session intended for those who will observe and support those teaching Open Up is a Professional Learning Activity worth 18 Professional Learning Units.

Collaborative Planning. Teachers and other support professionals plan weekly to meet the needs of students. Teachers using DL will have a particular focus on completing the work students will do in an upcoming lesson, while reflecting on student work from a prior lesson. Protocols are developed from NPDL Measuring Human Return for use by all professionals to remain “future-focused” on student products and needs. Collaborative planning at the elementary school is a Professional Learning Activity worth up to 36 Professional Learning Units per school year.

Supporting Unique Learners

Three data points led us to examine our strategies in supporting unique learners:

- Gaps revealed for students with IEPs on the RICAS state assessment.
- The results of the comprehensive special education evaluation conducted during the 2018-2019 school year.

As a result, a team of stakeholders assembled to create a plan to support teachers in UDL strategies and specific interventions.

Initial Training. A two-day initial training session for those using the curriculum is a Professional Learning Activity worth 12 Professional Learning Units.

Principal Training. A three-day initial session intended for those who will observe and support those teaching Open Up is a Professional Learning Activity worth 18 Professional Learning Units.

Collaborative Planning. Teachers and other support professionals plan weekly to meet the needs of students, be trained on UDL strategies, and specific interventions. Teacher Collaborative planning is a Professional Learning Activity worth up to 36 Professional Learning Units per school year.

Implementing Literacy for All

Two data points led us to examine our existing math curriculum:

- A local needs assessment revealed foundational literacy skills to be a relative weakness on K-3 RICAS, whereas it is a relative strength 4-12
- Teacher survey revealed a need for professional learning and coaching in literacy strategies
- Teacher feedback from foundational literacy professional learning conducted during 2018-2019 indicated 85% of the teachers wanted to continue training

As a result, a team of stakeholders assembled to select a new curriculum and create a plan to support teachers in its adoption. A Grades K-3 implementation team is currently leading the workaround creating and sustaining professional support around the implementation of Project Read and Framing Your Thoughts. For 12 educators on the implementation team, service on this team will result in 75 Professional Learning Units, reflecting their 75 hours of participation.

Coaching. The K-3 reading specialists and external coach will work with teachers to plan and engage in reflective coaching cycles. The coach will frequently observe short portions of lessons and provide content-specific feedback to observed teachers. Engaging with a coach is a Professional Learning Activity worth 20 Professional Learning Units per trimester.

Initial Training. A two-day initial training session for those using the curriculum is a Professional Learning Activity worth 12 Professional Learning Units.

Principal Training. A two-day initial session intended for those who will observe and support those teaching Open Up is a Professional Learning Activity worth 12 Professional Learning Units.

Collaborative Planning. Teachers and other support professionals plan weekly to meet the needs of students. Teachers using EL will have a particular focus on completing the work students will do in an upcoming lesson, while reflecting on student work from a prior lesson. Protocols are developed from our curriculum implementation team for use by all professionals to remain “future-focused” on student products and needs. Collaborative planning at the elementary school is a Professional Learning Activity worth up to 36 Professional Learning Units per school year.

Focusing on Social-Emotional Learning Strategies

Two data points led us to examine our existing social-emotional learning strategies:

- On the Challenge Success Survey, 60% of students revealed experiencing high levels of stress.
- On a Barrington developed survey, 50% of the students revealed a need to develop SEL and mindfulness strategies.
- 36 students were assessed for suicide risk during the 2018-2019 school year.

As a result, a team of stakeholders assembled to form an SEL task force, to work in unison with the District SEL Advisory Committee.

All grades, PK-12 are in the process of learning and implementing Yale's Ruler Program. 36 educators are leading the task force and implementation team for a total of 60 Professional Learning Units

Coaching. The members of the implementation team will work with teachers to plan and engage in reflective coaching cycles. The coach will frequently observe short portions of lessons and provide content-specific feedback to observed teachers. Engaging with a coach is a Professional Learning Activity worth 15 Professional Learning Units per trimester.

Initial Training. A six-day initial training session for those using the curriculum is a Professional Learning Activity worth 36 Professional Learning Units, including Principals.

Collaborative Planning. Teachers and other support professionals plan weekly to meet the needs of students. Collaborative planning will focus on the Ruler SEL strategies and implementation steps and is a Professional Learning Activity worth up to 36 Professional Learning Units per school year.

Other Opportunities

Every Barrington educator has a role to play in addressing our students' performance in literacy, pedagogical practices aligned with deep learning, social-emotional learning, and in supporting our new educators. Therefore, we encourage all educators to engage in one of our priority Professional Learning Activities. Other Professional Learning Activities are available from Barrington to support this work, each of which involves ongoing yearlong collaboration in a structured professional learning community, and is worth 30 Professional Learning Units:

- Student work analysis
- Analyzing student data
- Development of aligned performance
- Principal training to support curriculum implementation

It is also possible for educators to create or seek complementary experiences that support our work to serve all students. Limited grant funds are available to support this purpose.

Educators must submit documentation of potential district-approved activities through our district portal *before* attending the professional learning activity to ensure the PLU meets the district's criteria. In submitting, both the educator and supervisor agree three criteria are met:

1. The educator and/or supervisor agree it advances an aspect of the educator's practice.
2. The activity aligns to one or more elements in the educator's evaluation system and the strategic plan
3. The educator agrees to implement the learning in their practice
4. The educator agrees to share their learning.
5. Verification of the educator's participation is available, such as an agenda, work sample(s), observation, and/or syllabus.

Educators are eligible to receive Professional Learning Units beyond local offerings, such as college coursework, National Board Certification, or other professional learning regionally or nationally that meet Professional Learning Unit requirements. Disputes are resolved through our regular processes for dispute resolution found in our appeals process.

All Barrington professionals are encouraged to contribute to the betterment of our students through participation in strategic experiences to increase professional capacity and collaboration.

Appendix:

[BPS Annual Professional Learning Report to the School Committee](#)

[2018-2023 Strategic Plan](#)

[2018-2019 Scorecard](#)

[2019-2020 Scorecard](#)

[9 Building Blocks for a World-Class Educational System](#)