When and How LEAs can Start Using Data for Supporting Growth of Teachers
Effective Practice ➡ Increased Student Learning

Arizona A.D.E. Summit VIII

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Learning Forward

![learningforward logo]

Participants will:

- Develop an understanding of the critical attributes of a professional learning system;

- Explore strategies for developing and strengthening educator learning teams;

- Consider the types of data that can be collected to inform educator learning

- Commit to at least one strategy that will positively impact professional learning and educator practice in their systems.

Why this work is so important…

A fairly typical approach…

Desired student learning experience → Desired educator practice → Hope Prayer Luck → Student learning outcomes
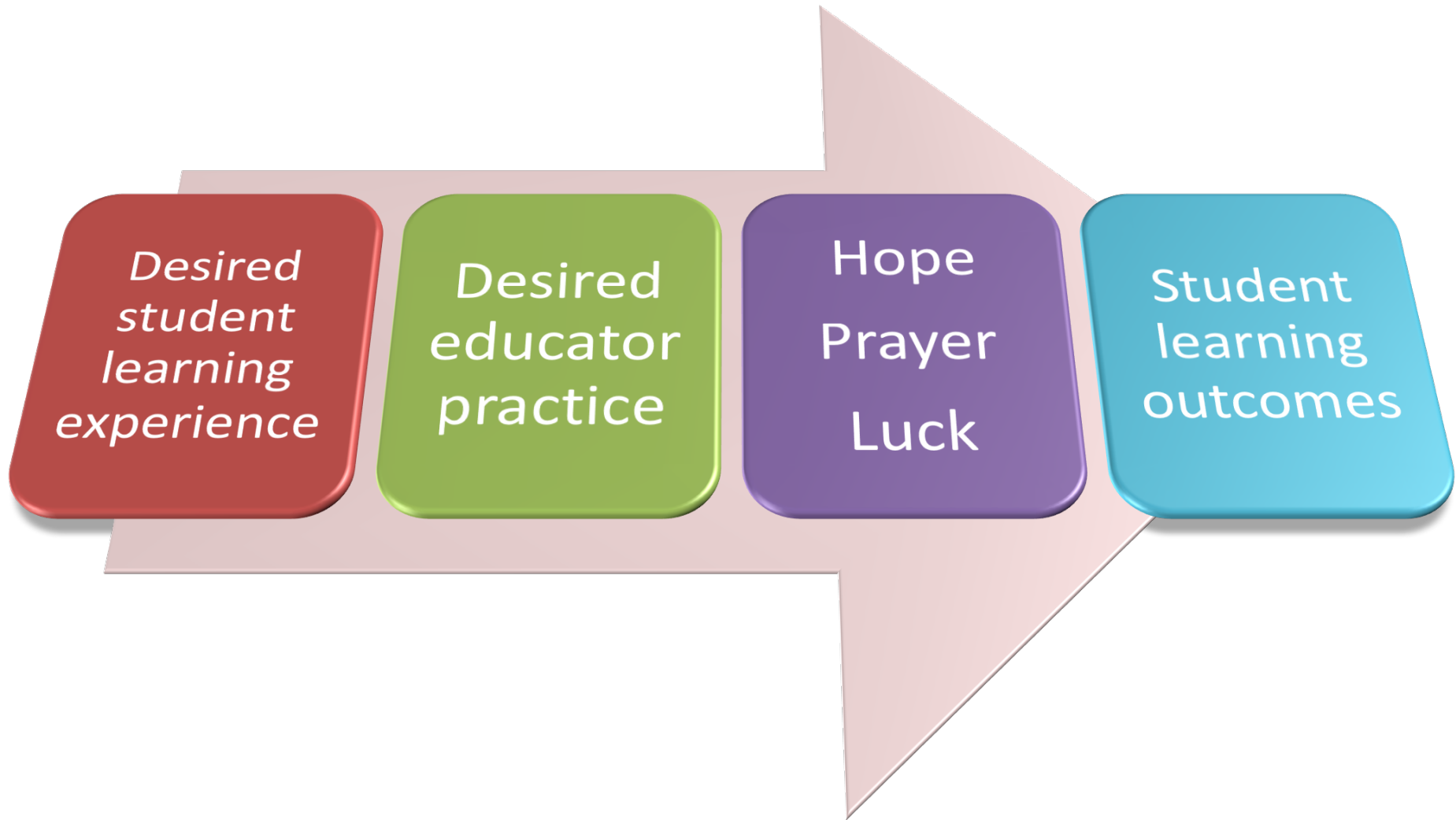
Our Theory of Change

Standards-based professional learning	Increased educator knowledge and skills	Increased educator effectiveness	Increased student results
Input	First-level outcome	Second-level outcome	Third-level outcome

Paying attention to what matters…
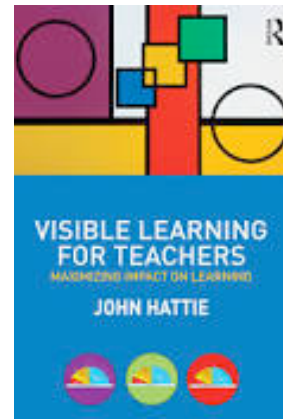
Matters Less

- Homework: .29
- Summer School: .23
- Matching Learning Style: .17
- Ability Grouping: .12
- Retention: -.13

Matters More

- **Teacher Collective Efficacy**: 1.57
- Student Expectations: 1.44
- Formative Evaluation: .90
- Classroom Discussion: .82

John Hattie discussion on effect size (SCEE Conference, 2014)

According to KaiLonne Dunsmore…

Educators rate collaboration with colleagues as the most valuable support for standards implementation.

- Co-creating lessons
- Co-creating assessments
- Looking at student work

Standards for Professional Learning

Learning Communities

Implementation

Learning Designs

Leadership

Resources

Outcomes

Data
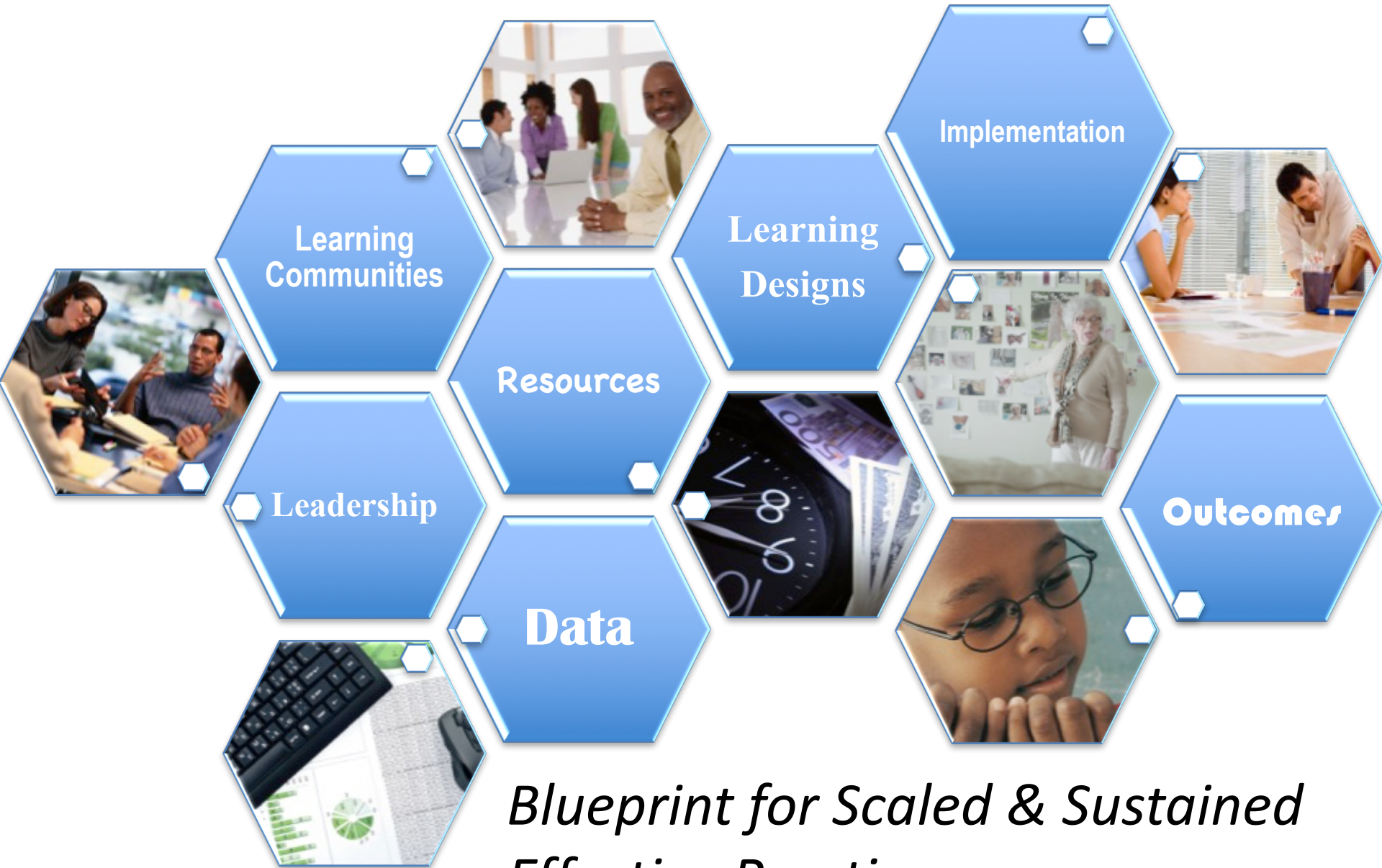
Blueprint for Scaled & Sustained Effective Practice

learningforward

STANDARDS *for* PROFESSIONAL LEARNING

Six of the 22 Elements in a Learning System for Educators

A resource to inform this discussion:

PROFESSIONAL

LEARNING

PLANS:

A WORKBOOK FOR

STATES, DISTRICTS,

AND SCHOOLS

Backmapping Model

1. Analyze student learning needs
2. Identify characteristics of community, district, school, department, and staff
3. Develop improvement goals and specific student outcomes
4. Identify educator learning needs and goals
5. Study the research for specific professional learning programs, strategies, or interventions
6. Plan intervention, implementation, and evaluation
7. Implement, sustain, and evaluate the professional learning intervention

Improved/sustained educator practice and student learning.

Consider a Problem of Practice in Your School?

- What student learning issues are challenging your school and system?

- What adult behaviors do you think need to change in order to address this learning issue?

- What knowledge and skills do you need to learn and behaviors do you need to change to support adult learning?

Backmapping Model

1. **Analyze student learning needs**

"As a first step, professional learning planning requires careful and thorough analysis of student data to identify specific areas of focus...current data about student academic and behavioral performance..."

Backmapping Model

1. **Analyze student learning needs**

Academic Performance – Ethnicity/Race – Gender – Socioeconomic Status – Mobility – Family Support – Motivation – Attitude Toward School – Experience in School – Retention Rates – Sibling Data....

Backmapping Model

2. **Identify characteristics of community, district, school, department, and staff**

"Professional learning planners use what they know about students, educators, and the context in which educator learning occurs…professional learning can be more intentionally responsive to those characteristics."

Backmapping Model

2. **Identify characteristics of community, district, school, department, and staff**

- What are the characteristics of the teaching staff?

- What are some of the characteristics of formal and informal leaders in the school system and in schools?

- What are the characteristics of the culture within the school system and schools?

- What are some of the characteristics of the community?

- What resources are available to support professional learning?

Backmapping Model

3. **Develop improvement goals and specific student outcomes**

"…set explicit goals for professional learning to achieve intended outcomes…design of professional learning, its implementation, and its evaluation…define what students will learn as a result…"

Backmapping Model

3. Develop improvement goals and specific student outcomes

- What results do we seek for students?

- What educator practices contribute to those results?

- What else must change in order to achieve the student results?
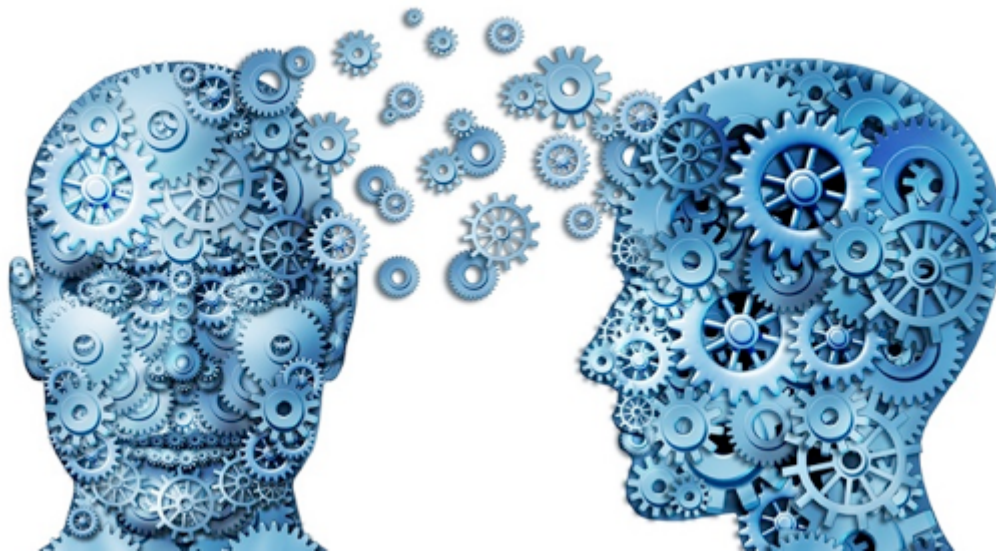
Table Group Discussion

Of the first three steps, which do you find most challenging?

Backmapping Model

4. Identify educator learning needs and goals

"…use data about educators and the goals for student learning to identify educator learning needs and objectives…grounded in established performance expectations…"

Backmapping Model

4. Identify educator learning needs and goals

WANTS versus NEEDS

SMART GOALS FOR EDUCATORS:

(Specific, Measurable, Attainable/Actionable, Result-Bound, and Time-Bound)

Backmapping Model

4. Identify educator learning needs and goals

KNOWLEDGE

ATTITUDES

SKILLS

ASPIRATIONS

BEHAVIOR/PRACTICE

Backmapping Model

5. Study the research for specific professional learning programs, strategies, or interventions

"…spend time examining research and evidence about professional learning to inform decisions about content and design of educator learning…study learning designs to consider which aligns most closely with learning outcomes."

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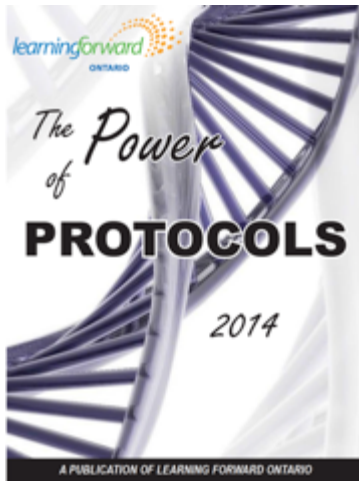**Improved/sustained educator practice and student learning.**

Backmapping Model

5. Study the research for specific professional learning programs, strategies, or interventions

- What professional learning addresses the skills and knowledge we have identified as educator learning needs?

- What professional learning designs are schools with similar student demographics using?

- If our school's characteristics do not match the schools in which the professional learning was successful, what are the key differences? How likely are those differences to interfere with the program's success? What changes might increase the likelihood of success?

Backmapping Model

5. **Study the research for specific professional learning designs, strategies, or interventions**

POWER OF PROTOCOLS

POWERFUL DESIGNS

Backmapping Model

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Improved/sustained educator practice and student learning.

Table Discussion: Comparing Designs

Learning Design	Underlying Assumptions	Typical Procedures	Anticipated Outcomes	Benefits/Costs
	What guiding principles shape this design?	What key steps or actions are associated with implementing this design?	What outcomes can be achieved with this design (i.e., knowledge, understanding, skills, attitudes, practice, student learning)?	What aspects of this design are attractive to adults? What potential costs are associated with this design?

Table Discussion: Comparing Designs

Learning Design	Underlying Assumptions	Typical Procedures	Anticipated Outcomes	Benefits/Costs
Lesson Study				
Action Research				
Webinars				
Peer Coaching				
Learning Communities				
External Training Workshops				

Backmapping Model

6. **Plan intervention, implementation, and evaluation**

"Planning the actual strategic approach to professional learning requires attention to a **long-term view of learning**, continuous differentiated support for **implementation**, and formative and summative assessments of the application and **impact of professional learning**."

Backmapping Model

6. **Plan intervention, implementation, and evaluation**

    THEORY OF CHANGE

    (How change will occur over time)

    LOGIC MODEL

    (Maps and predicts the intended changes that occur over time from outputs to short- and long-term outcomes for educators and results for students)

FWCS
Theory of Change
Principal Effectiveness – Student Achievement

Develop and maintain FWCS leadership capacity

Define and maintain clear descriptions of effective leadership practice

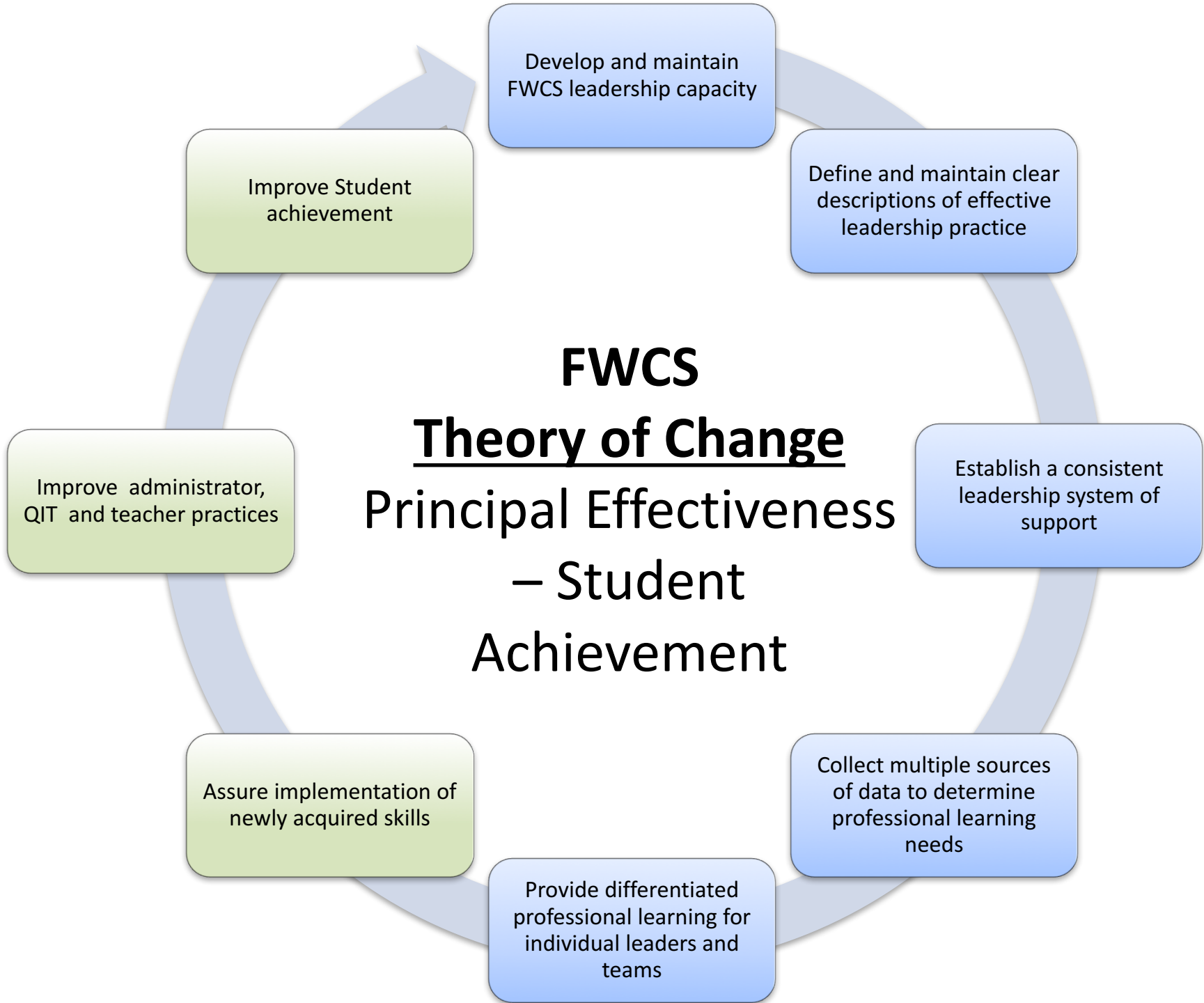Establish a consistent leadership system of support

Collect multiple sources of data to determine professional learning needs

Provide differentiated professional learning for individual leaders and teams

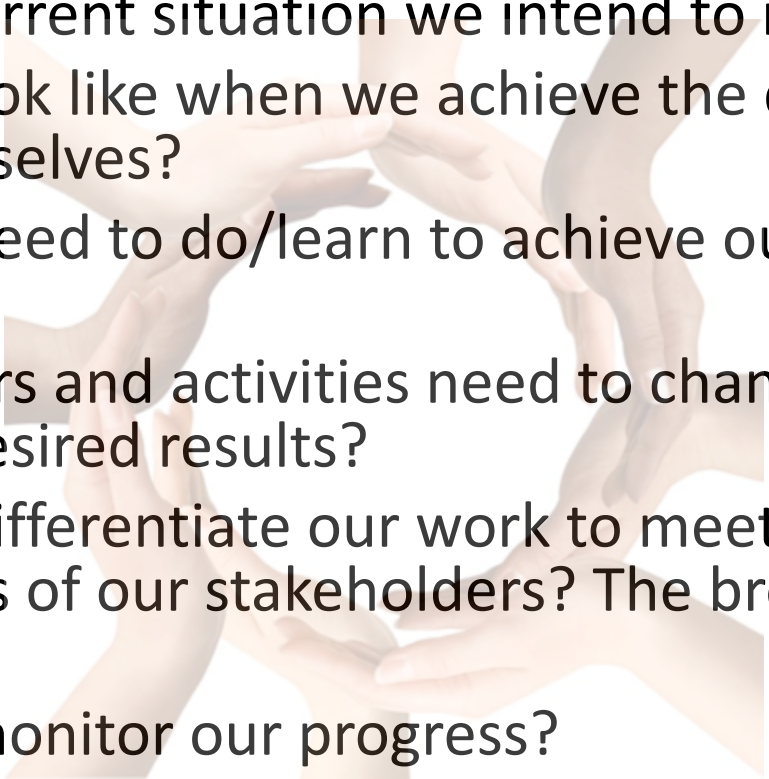Assure implementation of newly acquired skills

Improve administrator, QIT and teacher practices

Improve Student achievement

Change Questions:
Consider a situation you're trying to impact.

- What is the current situation we intend to impact?
- What will it look like when we achieve the desired results we set for ourselves?
- What do we need to do/learn to achieve our desired results?
- What behaviors and activities need to change for us to achieve our desired results?
- How will we differentiate our work to meet the varied learning needs of our stakeholders? The broader community?
- How will we monitor our progress?
- What metrics will we use to measure our effectiveness?

Backmapping Model

7. Implement, sustain, and evaluate the professional learning intervention

"Professional learning leaders assume responsibility for monitoring and making adjustments to professional learning so that it has an impact on practice and student outcomes…participants actively design, shape, apply, analyze, and reflect on their learning…facilitators seek feedback on their efforts…"
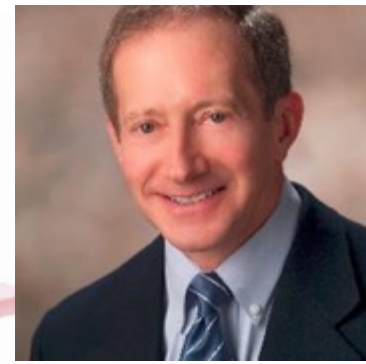
Backmapping Model

7. Implement, sustain, and evaluate the professional learning intervention

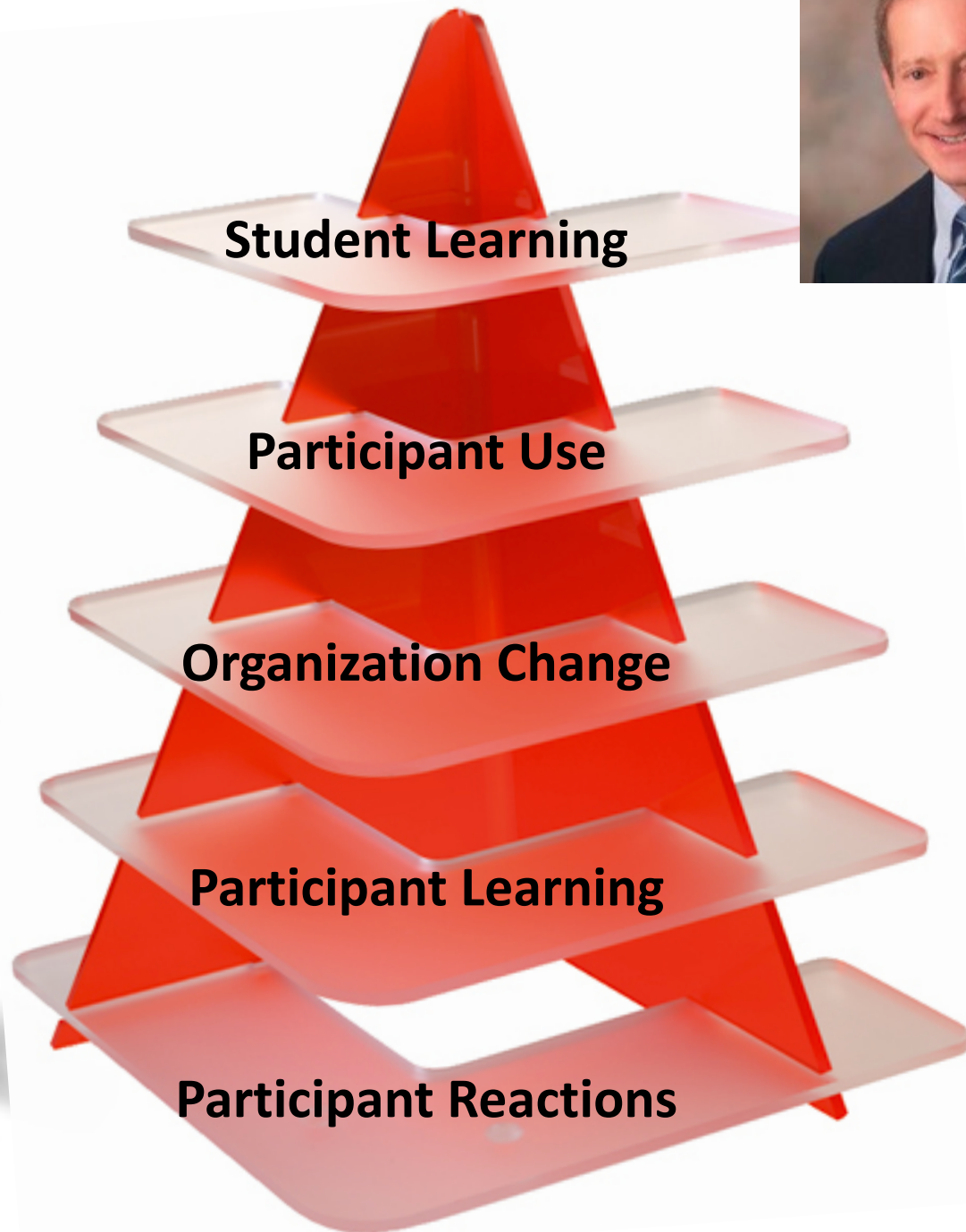Self-, Peer-, and Supervisor-led analysis and reflection:

- What worked and how do I know it?

- What didn't work as well and how do I know that?

- What will I continue doing, stop doing, and start doing?

Assessing Impact: Guskey's 5 Levels
Participants' Reactions

Typical Questions Addressed	**Typical Information Gathering Methods**
- Did participants like it? - Was time well spent - Did the material make sense? - Will it be useful? - Was the presenter knowledgeable? - Did the physical conditions of the activity support learning?	- Questionnaires administered at end of sessions - Post-session surveys - Focus groups and interviews - Personal learning logs
What is Measured or Assessed?	**How is Information Used?**
Initial satisfaction with the experience	To make improvements in delivery and design

Evaluating Professional Development, Thomas Gu

Assessing Impact: Guskey's 5 Levels
Participants' Learning

Typical Question Addressed	**Typical Information Gathering Methods**
• Did participants acquire the intended knowledge or skill?	• Quiz or test • Simulation and demonstrations • Participant reflections (oral and written) • Participant portfolios • Case study analysis • Analysis of discussion forums
What is Measured or Assessed?	**How is Information Used?**
• New knowledge and/or skills of participants	• To improve program content, format, and organization

Evaluating Professional Development, Thomas Gu

Quick Pair-Share Discussion

What are some effective strategies you've used for Guskey's Levels 1 & 2?

Assessing Impact: Guskey's 5 Levels
Organization Support & Change

Typical Questions Addressed	Typical Information Gathering Methods
• What was the impact on the organization? • Was implementation advocated, facilitated, and supported? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared?	• District and school records • Minutes from meetings • Questionnaires • Focus groups • Structured interviews with participants and school/district leaders
What is Measured or Assessed? • The organization's advocacy, support, accommodations, facilitation, and recognition	**How is Information Used?** • To document and improve organizational support • To improve future change efforts

Evaluating Professional Development, Thomas Guskey, 2000

Assessing Impact: Guskey's 5 Levels
Participants' Use of New Knowledge

Typical Question Addressed • Did participants effectively apply the new knowledge and skills?	**Typical Information Gathering Methods** • Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio files
What is Measured or Assessed? • Degree and quality of information	**How is Information Used?** • To document and improve the implementation of program content

Evaluating Professional Development, Thomas Guskey, 2000

Assessing Impact: Guskey's 5 Levels
Student Learning Outcomes

Typical Questions Addressed • What was the impact on students? • Did it affect student performance or achievement? • Are students more confident as learners? • Is student attendance improving? • Are dropouts decreasing?	**Typical Information Gathering Methods** • Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, or school/district leaders • Participant portfolios
What is Measured or Assessed? • Student learning outcomes (cognitive, affective, and/or psychomotor)	**How is Information Used?** • To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional development

Evaluating Professional Development, Thomas Guskey, 2000

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Improved/sustained educator practice and student learning.

Quick Pair-Share Discussion

What commitments are you making today?

Be careful how you support the change in others...

Thank you!

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