Review of Professional Development Partners

September 12, 2023

AGENDA

- Overview
- Professional Development in SLPS
  - Role of Professional Development Department
- Our Partners
  - Partner Selection
  - Accountability + Evaluation
  - Measuring Impact
- Findings
- Recommendations and Commitments

PROFESSIONAL DEVELOPMENT

Professional development is gaining new skills through continuing education and career training after entering the workforce.

The term "professional development" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.*

*Learning Forward: https://learningforward.org/wp-content/uploads/2017/09/school-based-professional-learning-unit-4-packet.pdf

PROFESSIONAL DEVELOPMENT

1. Leadership Development: School Leaders and Academic Instructional Coaches

2. Districtwide Cohort PD

3. Small Group Sessions

4. Individual Coaching Sessions

5. School-based PD

6. Department PD

ROLE OF PROFESSIONAL DEVELOPMENT DEPARTMENT

The district's PD Department manages and leads the academic and district-wide cohort PD throughout the year.
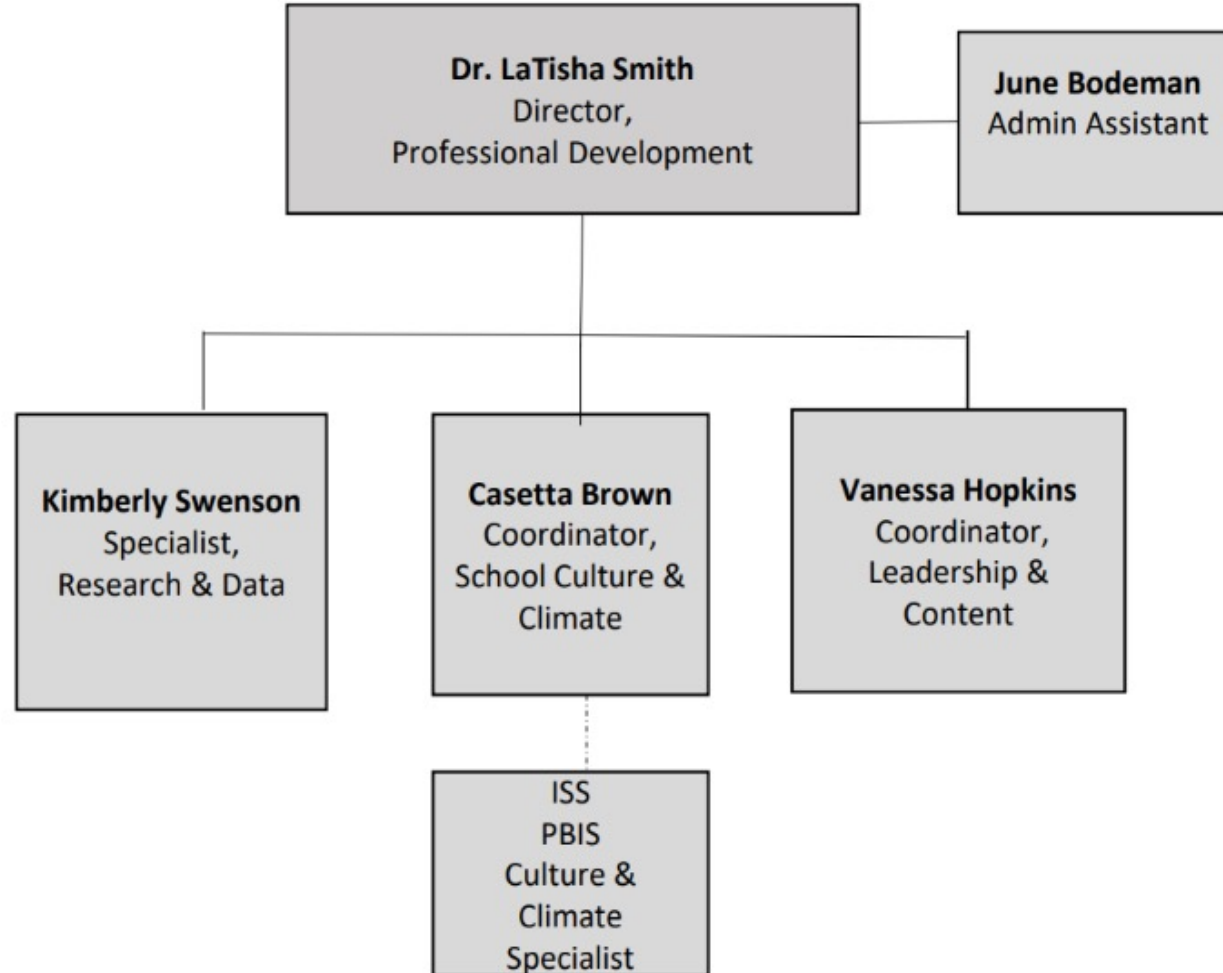
For departments and schools, it may include the following:

1.) Support departments with PD planning and preparation
2.) Provide PD recommendations for district and school staff

ORGANIZATIONAL CHART

Professional Development Department

Dr. LaTisha Smith
Director,
Professional Development

June Bodeman
Admin Assistant

Kimberly Swenson
Specialist,
Research & Data

Casetta Brown
Coordinator,
School Culture &
Climate

Vanessa Hopkins
Coordinator,
Leadership &
Content

ISS
PBIS
Culture &
Climate
Specialist

OUR PARTNERS

Approximately **25 percent** of our professional development is delivered by external partners
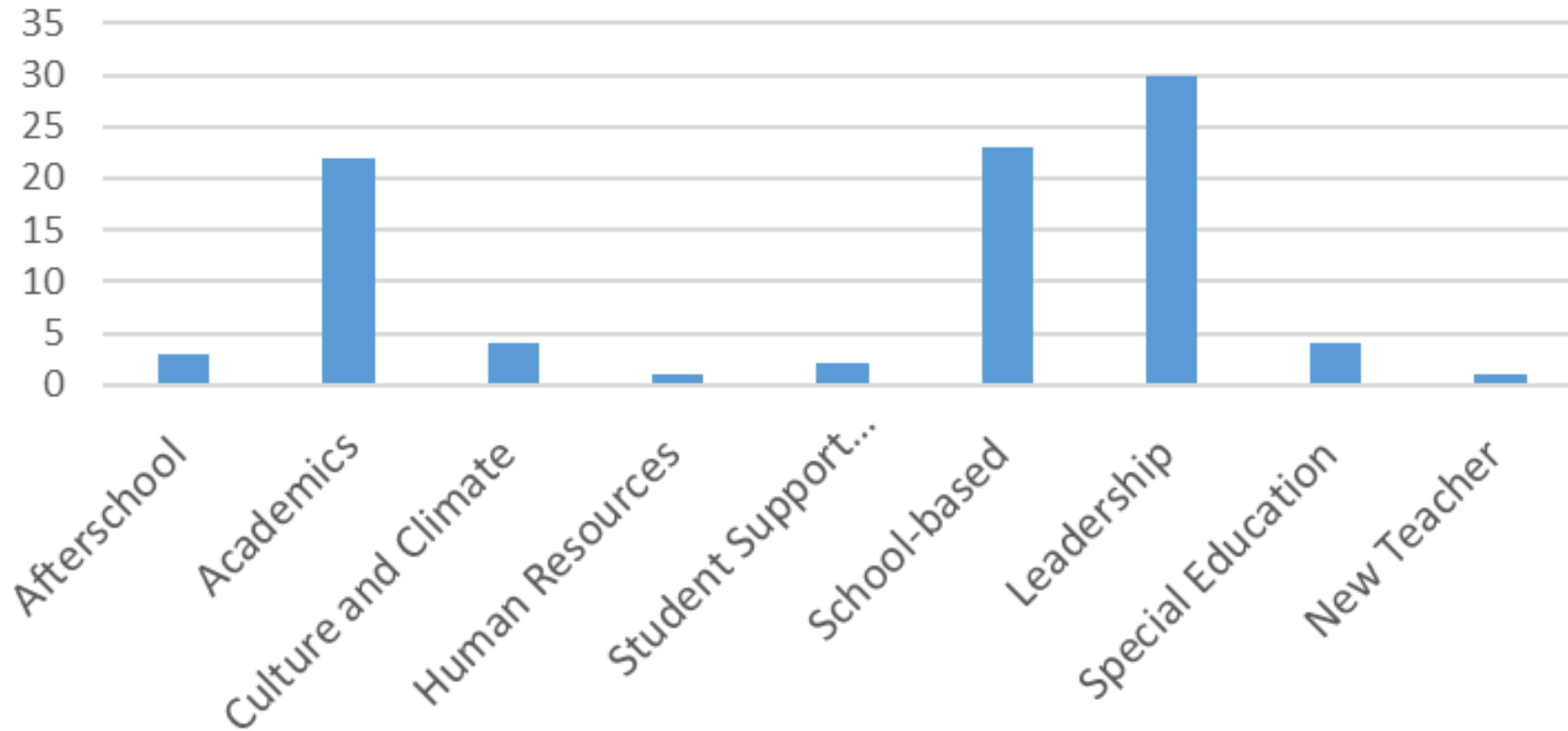
23 partners (individuals) + 46 partners (companies) = $911,000 expended on contracts

✓ Deliverables
✓ Performance Standards
✓ Vendor Performance Reports

OUR PARTNERS

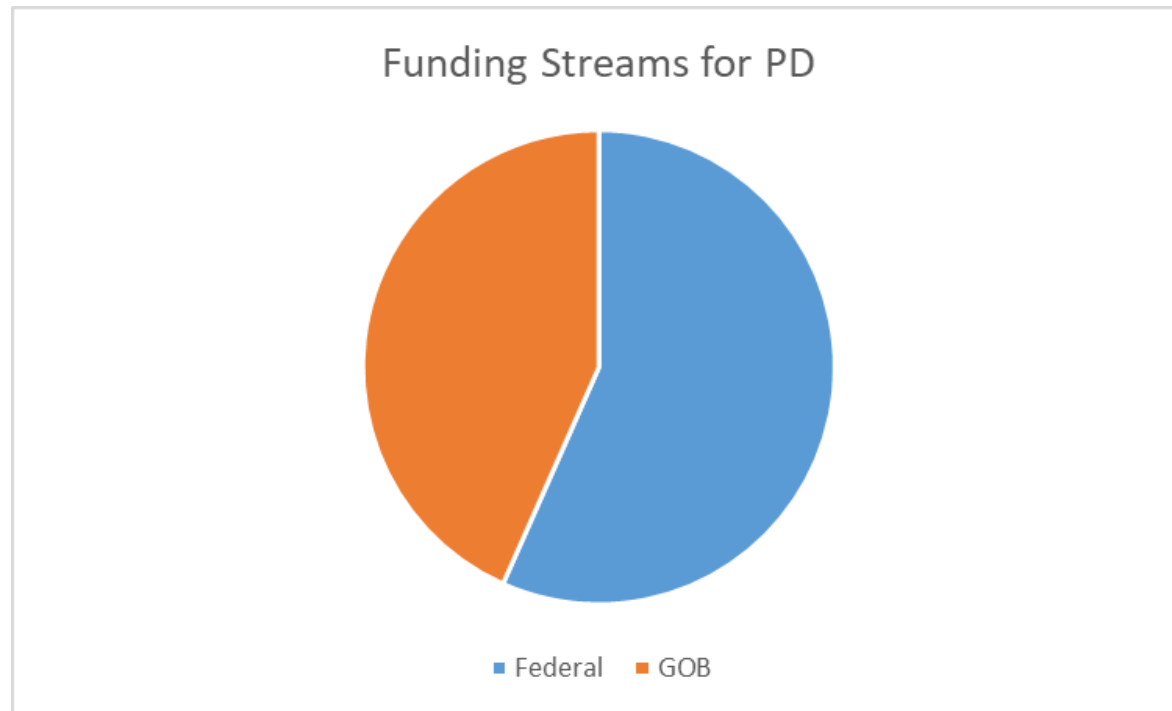Professional Development-
Contracts by Category

FUNDING STREAMS

PD partners are paid through the following funding streams:
- Federal: ESSER, Title funding (Title II, Title III, Comprehensive)
- General Operating Budget (GOB)

Funding Streams for PD

■ Federal ■ GOB

PARTNER SELECTON + ACCOUNTABILITY

Professional development need is determined → Partners reviewed and selected (Contract is bid if it is for more than $50,000) → Contract finalized and contract scope developed → Contract manager checks in with partner throughout contract term → Contract manager evaluates partner

Each contract has a designated SLPS staff member serving as contract manager responsible for monitoring the partner's performance over the duration of the contract and performing the final evaluation.

MEASURING IMPACT

Five Critical Levels of PD Evaluation*

Level 1: Participants' reactions – was the time meaningful and well-spent?

Level 2: Participants' learning – was a measure of knowledge and skills gained?

Level 3: Organizational support and change – are there policies in place to ensure sustained PD learning?

Level 4: Participants' use of new knowledge and skills – what differences are noticeable in professional practice?

Level 5: Student learning outcomes – was there a positive impact on student learning?

*(*Guskey, 2002)*

MEASURING IMPACT

District-wide Cohort Professional Development:

Levels 1 and 2: All staff and leaders take a survey immediately following professional development.

- This survey asks participants their perceptions of the professional development sessions and has short-answer responses to garner additional feedback.

Levels 4 and 5: All cohorts have an **evidence of impact document** that measures Guskey's *Five Critical Levels of Professional Evaluation.*

IMPACT

District-wide Cohort Professional Development (Average scores from 2022-2023)

Level 1: Participants' reactions – Was the time meaningful and well spent?

Cohort Professional Development Avg. Score: 4 out of 5

Level 2: Participants' learning – A measure of knowledge and skills gained

Cohort Professional Development Avg. Score: 4 out of 5

IMPACT

COHORT DATA

Cohort Name: Science of Reading in the Early Childhood Classroom	Cohort Course Number: 11	Number of Participants: 18
Cohort Leader(s):		Cohort Meeting Location: Nance (library), EdPlus, Ready Readers

COHORT S.M.A.R.T.I.E. GOALS, MEASURES, & OBJECTIVES

Goal 1 (Required):
Goal 1 Measure of Learning/Impact (Required): Teachers will understand early literacy and best practices to inform their instruction.
Objective 1A (Required): Teachers will apply best practices in teaching the alphabet letters.
Objective 1B (Required): Teachers will apply best practices in teaching alphabet sounds and phonetic awareness.

All goals must be written in S.M.A.R.T.I.E. format (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive and Equitable)

Goal 2 (Required):
Goal 2 Measure of Learning/Impact (Required): Teachers will develop a plan to help parents understand their role in children's language and literacy development.
Objective 2A: Teachers will host a literacy night/event for parents.
Objective 2B: Teachers will communicate with parents during parent-teacher conferences in October.

All goals must be written in S.M.A.R.T.I.E. format (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive and Equitable)

Goal 3 (Required):
Goal 3 Measure of Learning/Impact: Teachers will cultivate an understanding of how to effectively assess students' early literacy skills.
Objective 3A: Teachers will keep checklists and anecdotal notes to support children's progress over the school year.
Objective 3B: Teachers will compare fall to spring DRDP data in the area of literacy.

All goals must be written in S.M.A.R.T.I.E. format (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive and Equitable)

Evaluation Level Typical Questions Addressed	Evaluation Level Typical Questions Addressed
1. Participants' Reactions	• 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?
2. Participants' Learning	• Did participants acquire the intended knowledge or skill?
3. Organization support and change	• What was the impact on the organization? • Did it affect organizational climate or procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared?
4. Participants' use of new knowledge or skills	• Did participants effectively apply the new knowledge and skills?
5. Student Learning Outcomes	• What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional wellbeing? • Are students more confidents as learners? • Is student attendance improving? • Are dropouts decreasing?

DISTRICT-WIDE FINDINGS

The PD Department has developed a high-quality foundation for evaluating partner impact but there is room for improvement:

1. Partner selection process varies by department and school
2. Some contract managers are unclear about their role in progress monitoring
3. Inconsistent progress monitoring of contracts by departments
4. Ambiguity in deliverables and performance standards
5. Absence of system-wide tracking for impact as it relates to teacher implementation and student outcomes

RECOMMENDATIONS

Selection of Partners:

✓ Streamline partner selection process by releasing an RFP for all potential PD partners

Monitoring and Evaluating Contracts: Train key staff to:

- Draft clear/measurable deliverables and performance standards
- Monitor contract performance
- Clarify role of contract manager

Impact

- Systemize tracking and evaluation of PD impact and outcomes

COMMITMENTS

Create the framework to support impactful PD systems:

- Establish system-wide tracking approach
- Rearrange current system to support organizational shifts and track PD outcomes across the system

District Student Goals will create the systemic alignment needed to set performance standards and measure the impact of our PD partners.