# A Multi-Tiered Approach to Professional Learning

# PROFESSIONAL DEVELOPMENT IN ST. LOUIS PUBLIC SCHOOLS

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# My Journey

- 1999, I graduated from college
- I had all the enthusiasm in the world
- Graduated in the top percentile of my class
- AND THEN
- I was hired for my first teaching job
- AND THEN
- I met the students
- Nothing I learned the previous five years mattered or made sense
- AND THEN
- I met staff Development/Professional Development- and I have been a BELIEVER ever since.
- In 2013, I was hired as Director of Professional Development, and it is here I began to live the journey with colleagues.

Effective Professional Development can make a challenged teacher good, a good teacher proficient, a proficient teacher distinguished, and all educators BETTER for students! – Dr. L.A. Smith

# PD IN SLPS THEN –AND NOW

## THEN

- All staff "told" what to learn
- All staff received the same PD
- No focus on the supporting departments
- More antiquated ways to track participation/attendance
- Limited staff feedback

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**Academic Office | School Year 2022-2023**

**"THE WORK"**

**The WHY of our work for School Year 2022-2023**

To develop and/or deepen the *habits of mind* and *adaptive leadership moves* critical to disrupt and dismantle inequities in our systems, practices, policies and procedures so each scholar thrives.

**WHAT is our work for School Year 2022-2023?**

1. Strengthen the *instructional core,* so each scholar has access and targeted supports to achieve Standards and to engage in *deeper learning* through the "Key 3"
2. Use multiple sources of data (qualitative, quantitative and perceptual) to inform decision-making
3. Apply "best we know right now practices" to educate the Whole Child
*teachers' knowledge and skills; scholars' engagement in their own learning; academically challenging content*

**HOW will we accomplish our work for School Year 2022-2023?**

- (Re)Calibrate and deepen learning and teaching practices through multi-tiered systems of support (MTSS)
- Manage Complex Change
- (Re)frame our Thinking:
- Watch Video 1–"Decolonizing the mind to change lives" | Liz Dozier
- Watch Video 2 – "Pedagogy of Confidence" | Yvette Jackson

**"Professional Learning" defined:**

... a comprehensive, sustained, job-embedded, and collaborative approach to improving teachers and leaders effectiveness in raising scholar achievement.

**Dr. Marion Smith Jr. | Deputy Superintendent of Academics**

## NOW

- Under New Leadership, we have a focus on "The Work" of Academics.

- Staff have voice and choice in their learning

- Staff choose their learning cohorts for the year

- As a learning focused organization, all staff participate in PD and join a cohort/academy

- Use an online system (Frontline) to track PD participation/attendance, content, and evaluation

- Ongoing systems of feedback

# Professional Learning: Defined

Professional Learning" defined: "A comprehensive, sustained, job-embedded and collaborative approach to improving teachers and leaders' effectiveness in raising [scholar] achievement." –RCW 28A.415.430 *(definition provided by the WA State legislature and used here because it most accurately captures our work in this area.*

### Professional Development Quantity

- ❖ The Professional Development Department has partnered in the district/across all departments to ensure ample quality professional learning opportunities in a variety of delivery methods (synchronous, asynchronous, virtual, in-person, hybrid, district, cohort, small group, booster, webinars, etc.

- ❖ The pandemic did not impede the quantity of PD, it enhanced opportunities to provide ongoing support.

### Professional Development Quality

- ❖ It is an ongoing effort to provide professional learning that meets the stated definition, and is perceived to meet the ongoing needs of the district's staff.

- ❖ A goal is set each year, for districtwide professional learning to be rated as overall effective, by over 80%, as measured by districtwide PD survey data. The Professional Development Department, in partnership with all departments, works to successfully meet this standard with each PD session.

# EVIDENCE OF IMPACT/SUCCESS DATA

## Professional Development Quantity

Frontline is a resource in which we monitor PD participation and attendance.

The system allows us to document Districtwide and Site-based, as well as external sessions that are individually documented in staff accounts.

| YEAR | Sessions | Participants |
|------|----------|--------------|
| 2019-2020 | 791 | 6805 |
| 2020-2021 | 800 | 6219 |
| 2021-2022 | 629* | 6253 |

\* As of 5/19/2022

## Professional Development Quality

Survey data is instrumental in helping us make changes to professional learning to meet the continuous needs of staff members.

The following outlines the survey respondents and the overall survey rate, on a 5.0 scale, of the overall satisfaction of the professional development:

| PD | N= | RATE |
|------|------|------|
| August 2022 | 927 | 4.18 |
| October 2022 | 1064 | 4.04 |
| February 2022 | 1129 | 3.94 |

In order to continuously improve our professional development, we have to understand the tenants of adult learning.

# Professional Development: Adult Learning (I)

*There is much research to support learning (or teaching) with adult learners. When instructing adults, it is often believed adults are ready to learn, but it is critical that they are allowed to be self-directed, draw from their internal motivations, and understand the direct connection the learning has on their immediate usability and in meeting their specific learning goals/outcomes- both professionally and/or personally.[1]*

*When planning for Professional Learning in SLPS we want to ensure that the experiences capture many of the elements we know to be true about adult learning, as well as, that it meets the instructional expectations for the curricular outcomes that are being supported within the district. As such, we know that every learning session may not have all these required elements but should maximize as many that are appropriate for the learning tasks and outcomes, in an effort that all learning directly- and positively- impacts student achievement.*

[1] ***Peterson, Deb. (2021, February 16). What Is Andragogy and Who Needs to Know? Retrieved from https://www.thoughtco.com/what-is-andragogy-31318***

# Professional Development: Adult Learning (II)

### Adult Learning Aligned

❑ Continue to improve our approach to professional learning.

❑ After the research and conversations about what's relevant in adult learning, we needed to apply them to our work.

❑ Once determined, the elements we believe to be most beneficial to incorporate in our PD, we wanted to make sure the elements also aligned to the definition  of Professional Learning.

| Authentic | Modeling the learning targets and objectives to make it meaningful and authentic (through line to all of the components) Build trust/relationships | ☐ Comprehensive ☐ Sustained ☐ Job-embedded ☐ Collaborative ☐ Other (Specify): | |
|---|---|---|---|
| Engagement | Total Participation Productivity tools | ☐ Comprehensive ☐ Sustained ☐ Job-embedded ☐ Collaborative ☐ Other (Specify): | |
| Size (Smaller cohorts) | PLC (with action steps and learning) | ☐ Comprehensive ☐ Sustained ☐ Job-embedded ☐ Collaborative ☐ Other (Specify): | |
| Extensions/Follow-up | Connections in between Follow-up (monthly) Culture of sustainability Intentional use of technology tools (as a means of communication and follow-up) Build cross-connections | ☐ Comprehensive ☐ Sustained ☐ Job-embedded ☐ Collaborative ☐ Other (Specify): | |

# Professional Development: Tiered Support (I)

### Tiered Professional Development Support

- The approach that began during the 2021-2022 academic year for professional learning was to provide a "tiered" approach to professional leaning.

- Tier 1-**Foundational**; This is the information that everyone needs to know. Incorporated in Districtwide PD Cohorts and Site-based PD sessions, Asynchronous modules, etc.,

- Tier 2-**Targeted**; These session may be small group/themed based on school needs/designations. Supported by curriculum specialists, Districtwide PD, PD Staff, booster sessions, etc.

- Tier 3- **Comprehensive**; More intense, direct, often 1-to-1 support. Met by individual leader support, AICs, Curriculum Specialists, PD Team, outside support, etc.

**Tier 3: Comprehensive**

**Tier 2: Targeted**

**Tier 1: Foundational**
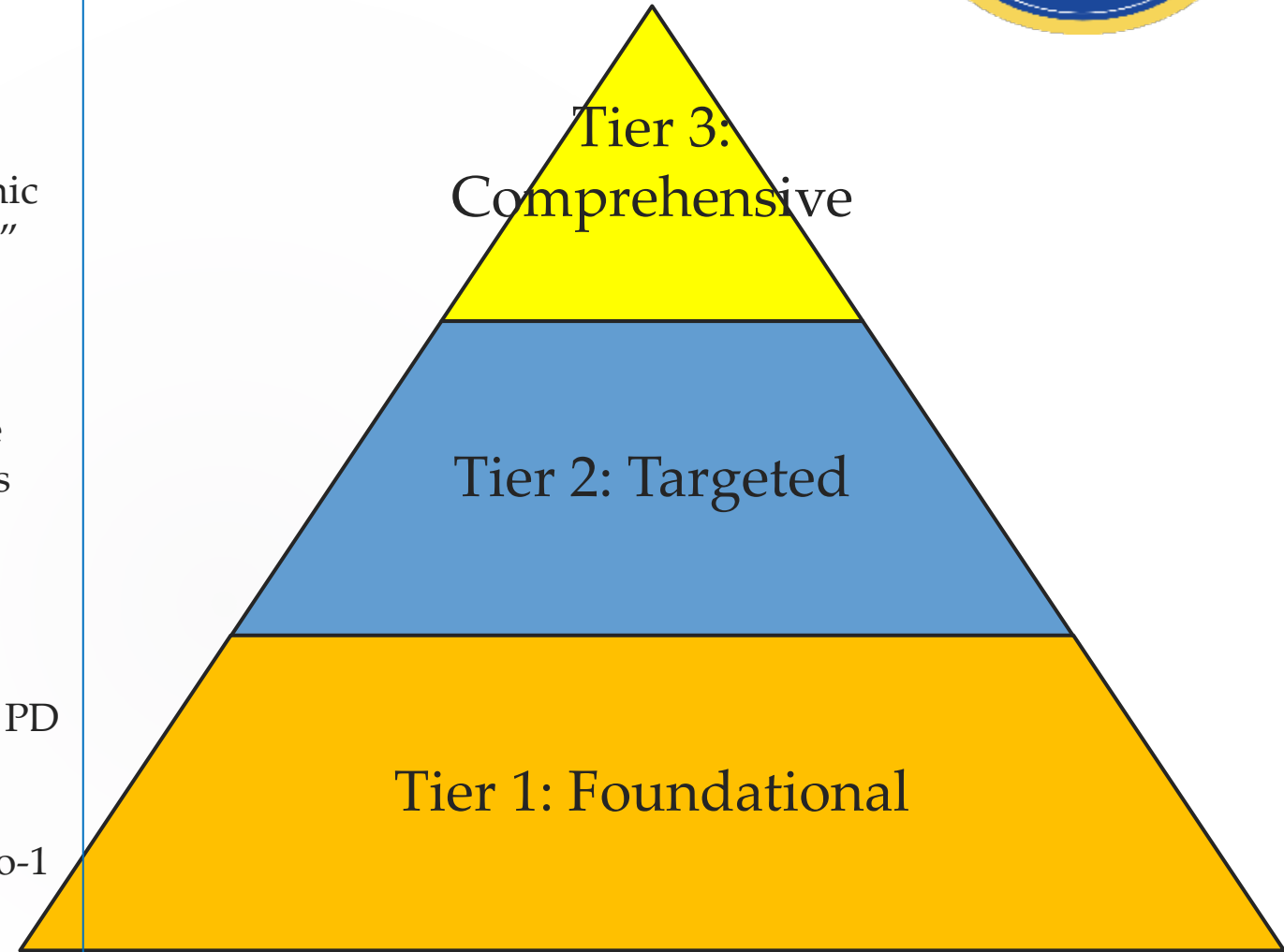
**Constantly use the feedback loops from FOSL (Smith, Jr.) walk-throughs, PLCs, Data Team Meetings, etc. to identify and provide Academic Office Supports.**

# Professional Development: Tiered Support (II)

## Tiered Professional Development Support

- Earlier we talked about alignment in adult learning theory to the definition of Professional learning in SLPS.

- We also wanted to ensure alignment within the PD Topics/Content, and the Tiers of support- and how it can/will be delivered.

- We acknowledged PD Topics, such as the "Key 3," (Smith, Jr.) (Checks for Understanding, Data-Driven Lesson Plans, and DOK), SEL/Trauma-Informed, Reading/SAVAAS, Culturally-Considerate Teaching/Learning, Illuminate, Panorama, etc. and charted them out based on the Tiers.

### • SLPS Professional Development 2023 (SAMPLE)

| Topic/Content | Audience | Tier | Description | Date(s) |
|---|---|---|---|---|
| Key 3 | District Teachers, New District Leaders (As needed) | ☐ **Foundational** <br> ☐ Targeted <br> ☐ Comprehensive | Introduction to the Key 3 during opening of PD for all cohorts | August Districtwide PD Day (Day 1) |
| Key 3 | District Teachers, District Leaders (As needed) | ☐ Foundational <br> ☐ **Targeted** <br> ☐ Comprehensive | Teacher bring student work samples from all areas as examples of further implementation and data collection on the 3 topics | October Districtwide PD Date |
| Key 3 | District Teachers, New District Leaders (As needed) | ☐ Foundational <br> ☐ Targeted <br> ☐ **Comprehensive** | Specific PD/modeling/coaching on any of the Key 3 areas for specific teacher and leaders as needed to "close the gaps." | Ongoing as requested by Networks and Leaders |
| SEL/Trauma-Informed Practices Culturally-Considerate Teaching & | District Teachers, New District Leaders (As needed) | ☐ **Foundational** <br> ☐ Targeted <br> ☐ Comprehensive | Introduction to the Social Emotional/Trauma defined, warning signs, | August Districtwide PD Day (Day 2) |

# Professional Development: Cohort PD (I)

## Collaborative Learning Groups for 2022-2023

- Now PD brings Cohort Model Professional Learning

- Brochure with all cohort options are made available for sign-up prior to staff leaving for each school year.

- We encourage conversations with staff concerning the best learning cohort to support their necessary Tier of learning support.

**Districtwide Professional Development**
**2022-2023**

*"Our City, Our Schools, Our Future: Scholars First"*

**In-Person/Virtual**

# Professional Development: Cohort PD (II)

**Alignment to the Definition and Adult Learning Tenants**

❑ The brochure also identifies the alignment to adult learning tenants, "tier" of learning, and target audiences

❑ The detail in the brochure is intentional so staff can make some meaningful decisions about their learning.

❑ In SLPS we engage ALL staff.  There are cohorts for everyone from Safety & Security, to Nurses, to Family Community Specialists, to Counselors and Social Workers.

❑ We are a learning focused organization.  Learning is for everyone, because OUR students deserve our BEST.

| | | 2022-2023 Cohort-Based PD |
|---|---|---|

| Name of Cohort/Group: | Savvas Elementary ELA: Preschool | Cohort Topic | Three Cheers for PreK |
|---|---|---|---|
| Target Audience: | Preschool teachers, Preschool teacher aides | Location/Website: | Join Zoom Meeting  PreK ELA Cohort |
| | | Cohort Capacity: | 100 |
| Cohort Leader/Facilitator: | Jenni Cornelius | Cohort Owner: | Esther Palsenberger |
| Person responsible for attendance in Frontline: | Esther Palsenberger | | |

| Cohort Description |
|---|
| Take a deeper dive into Three Cheers for PreK.  Review the "Look For" checklist and discuss the pacing.  Understand the importance of using Renaissance CBM for additional data points.  Start planning with other teachers for the year. |

| PD Dates | Topic | Required PD/PL elements addressed in this session? | Additional Notes (materials/supplies, pre-work, special instructions, etc.) |
|---|---|---|---|
| August 10 (6 hours) | Understanding Components of Three Cheers for PreK | Do Now  Polls  Renaissance Data  Creating Plan  Teams Pages  Modeling  Total Participation | Laptop, Teacher's Kit, Topics 1- from Three Cheers |
| August 11 (6 hours) | Available resources: Three Cheers for PreK and Renaissance | Do Now  Polls  Checklist Assessments  Creating Plan  Teams Pages  Modeling  Total Participation | Laptop, Teacher's Kit, Topics 1- from Three Cheers |

# Professional Development: Data Literacy

**Data Literacy** (Districtwide Data-Driven Focus and Support)

On November 12, 2021, A professional Development Day was established in the district, that was not part of the Districtwide PD calendar. A key focus of this PD was learning centered on using data effectively.

A district survey was sent to all district participants with specific questions on the use of data and the ability to apply the learning engaged in that unit.

There were **820 respondents**, and the data showed:

| Category | Rate (out of 5.0) | % | Category |
|---|---|---|---|
| Meaningful | 3.24 | 64.8% | Meaningful |
| Effectiveness | 3.42 | 68.4% | Effectiveness |
| Applicable | 3.48 | 69.6% | Applicable |

**Data Literacy** (Districtwide Data-Driven Focus and Support)

❖ Making data informed decisions, and utilizing data-driven lesson plans is a "key" focus of the Academics Department.

❖ As a result, professional learning, centered on Data Literacy among the staff has been established.

❖ The Professional Development Department finalized three additional modules to support data literacy districtwide. (This is **Tier I** PD Support). We roll-out Targeted (**Tier II** Data Literacy) 2022-2023 School Year.

❖ Additionally, ongoing opportunities (including book studies and learning sessions- Street Data) will be provided on an ongoing basis to impact staff at all levels. (8 sessions already entered in our Frontline for sign-up)…(**Tier III**- Comprehensive PD Support)

# Professional Development: Booster Sessions

## SLPS Booster Sessions

- Continuous learning will be provided through our ongoing booster sessions. These will include:

- Specific/Targeted Content Sessions

- Technology Sessions/Annual Technology Fair

- Data Team Meetings

# Professional Development: Leadership PD (I)

**Leadership Development** (Learning-Focused Organization)

- Having strong leaders and strong leadership support have been identified in parts of Pillar 3, Transformation Plan 4.0 tenants. One of the SMATIE Goals of Pillar 3 of TP 4.0 states:

- 3.1 By 2022, at least 33% of newly hired SLPS principals will have been trained in an SLPS-sponsored leadership development pipeline.

- As a result, activities identified to help meet this goal include:

- Align and expand leadership pipeline programming to meet school leadership needs

- Identify areas of growth related to professional development and coaching for all employee groups and create strategic plan to address identified areas of need

- Train school leaders and teachers in culturally responsive leadership and teaching, respectively

**Leadership Development** (Learning-Focused Organization)

- ❖ It has been stated by the leadership of Academics on a focus on SLPS becoming a learning-focused organization.

- ❖ Critical to this is ensuring learning is a focus district wide, across all departments, even the district leadership at Central Office, to the highest office in the district.

- ❖ Also, germane to this is the focus of Pillar 3, of the transformation Plan 4.0 in ensuring highly effective and culturally responsive leadership across the district.

- ❖ Many efforts, under the direction of the Academic Office leadership, are being made to re-establish and/or create learning leader experiences that impact current and aspiring leaders- at all levels

# Professional Development: Leadership PD (II)

### SLPS Summer Leadership Academy (SLI)

❑ Conference-style approach where leaders will have an approved agenda of their learning path.

❑ Some whole/group required sessions

❑ July 18-25 SLI (Part I)- School Leaders

❑ July 25-29 SLI (Part II)-School Leaders/APs

| Wednesday, July 20th | | | | Thursday, July 21st | | |
|---|---|---|---|---|---|---|
| 2:00 | | | | 2:00 | | |
| 3:00 | | | | 3:00 | | |
| 4:00 | | | | 4:00 | | |
| 5:00 | | | | 5:00 | | |
| RESPONSIVE/LGG S4 | | LOCATION | | INSTRUCTION/LGG S2 | | LOCATION |
| 8:00 | F: Lead like it's 2022! Transformational Technology Integration | | | 8:00 | | |
| 9:00 | | | | 9:00 | | |
| 10:0 | | | | 10:00 | | |
| 11:0 | | | | 11:00 | | |
| 12:0 | Lunch: Keynote Speaker | | | 12:00 | Lunch | |
| 1:00 | Lunch: Keynote Speaker | | | 1:00 | F: What Leaders Need to | Dr. Alla Gonzalez Del |
| 2:00 | | | | 2:00 | About meaningful | Castillo |
| 3:00 | | | | 3:00 | With ELL families | |
| 4:00 | | | | 4:00 | | |
| 5:00 | | | | 5:00 | | |

| Friday, July 22nd | | | | New Learning Leader Sessions | |
|---|---|---|---|---|---|
| C&I + C&C/LGG S1 | | LOCATION | | BREAKOUTS** | |
| 8:00 | | | | Finance Basics- | Glaspy/Horton |
| 9:00 | | | | Finance Basics- | Ellis/Mize |
| 10:0 | | | | Finance Basics-Business | Piatt |
| 11:0 | | | | Relationships Impact | Casetta Brown |

# Professional Development: Leadership PD (III)

## SLPS Learning Leader Academies

☐ In an effort to support continuous learning and growth, we have reestablished more leadership learning in SLPS

☐ This move is also supported by our Transformation Plan 4.0, Pillar 3.

☐ There will be:
- ❖ New Leaders Academy
- ❖ AP/Deans Academy
- ❖ "Level Up" Academy
- ❖ Monthly District Leadership Team (Principal) Meetings

### SLPS Learning Leaders Academies

**Goal(s) Statement:** To create a leader-focused program of instruction and support using an evidence-based approach to professional learning that has proven to work. Leaders trained using the Learning Forward and the National Educational Leadership Preparation Program Standards (Building Level) have a "positive, statistically significant impact on student's math and literacy performance." Leaders are also "retained in their roles at higher rates and support higher student attendance than their peers." (Rand & New Leaders, *Leading for Impact with Hybrid Learning*, 2022) The national components and standards are used in programs like TFA (leadership), BES, Ryan Fellowship, and a host of state and university-based leadership support programs (referenced by MO DESE).

**Data Statement:** The SLPS programs seek to attain the same/similar leader satisfaction survey results from programs created using these components and standards (within ± 2 to 4%), by the 2024/25 school year. Those results were as follows:

- 98% of program participants felt prepared to apply their learning to practice
- 97% of program participants agreed that their personal coaching sessions were effective
- 96% of program participants reported an impact on student outcomes
- 96% of program participants agreed that their facilitators and program content were high quality

| Program Components | | New Learning Leader Academy: *on-boarding and continuous individualized support for newly identified school-based leaders.* | Assistant Principal & Dean Academy: *This program is for those currently in a school-based leadership evaluative role that wish to learn more about the principalship.* | Level-Up Learning Leaders Academy: *All SLPS certified staff that have an interest in moving up in their careers at the district and school level. Excludes those APs and Deans who are more aligned to the AP&D Academy. Must have 3 years as a certified classroom teacher.* |
|---|---|---|---|---|
| | **Cohort-based Learning Experiences (Whole Group)** | Whole group sessions focused on leadership and culture. Topics will highlight change management, transparency, growth mindset, and building trust. Networking support for new learning leaders to become familiar with SLPS central office departments. | Whole group sessions will be guided by leadership competencies embedded in the SLPS Leader Growth Guide (evaluation rubric) and the national Professional Standards for Educational Leaders (PSEL).  *Cohort A: AP*  *Cohort B: Dean* | LU academy participants will have meetings that focus on leadership competencies, career support and advancement, gap analysis, resume and CV writing, essay writing, role specific deliverables, requesting references, etc.  *Cohort A: School-based* |

# Professional Development: Frontline

**Exciting Happenings in Frontline**

- Ability to make/create/store our own videos

- Ability to "assign PD" to staff

- Ability to create/manage collaborative teams

- Expectation for documentation of ALL Observation Data



We do have a system of documenting our Evidence of Impact- but that is a presentation for an entire other day. However, I am happy to share with any colleague as a follow-up.

Please know, the members of the Professional Development Department are always accessible to support the teaching and learning goals for your respective units. We understand that the success of this department in providing professional learning outcomes for the academic success of all students, hinges on the commitment, collaboration, and cooperation of every unit represented in this room.

# QUESTIONS?

**Feel free to contact any team member:**

LaTisha Smith (District PD)- latisha.smith@slps.org
June Bodeman (Secretary)- june.Bodeman@slps.org
Vanessa Hopkins (Leadership PD) Vanessa.Hopkins@slps.org
Kimberly Swenson (Data & Research) kimberly.Swenson@slps.org

This department is led and supported in it's work and success by our Superintendent, Dr. Kelvin Adams, our Chief of Staff, Dr. Nicole Freeman-Williams, and my direct supervisor and leader, Deputy Superintendent of Academics, Dr. Marion Smith, Jr.