

# YEAR-ROUND STRATEGIES: **Professional Growth Retains Educators**

October 18<sup>th</sup>, 2022

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**Presented by:**

Elizabeth Combs, Paul Fleming,  
Ann Bell, Susan Walters

# Agenda

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- 01 Introductions
  - 02 Building a Vision for Effective PD
  - 03 Measuring Progress
  - 04 Understanding the Work in Practice
  - 05 Seeing PD Through the Eyes of Staff
  - 06 Questions



# Who's on the call



**Paul Fleming**

Chief Learning  
Officer

Learning Forward



**Elizabeth Combs**

Managing Director,  
Frontline Research &  
Learning Institute

Frontline Education



**Ann Bell**

Professional Growth  
Lead

Council Rock ISD



**Susan Walters**

Principal Solutions  
Consultant

Frontline Education



## Who We Are

School administration software  
purpose-built for K-12 to  
empower educators.

We provide innovative, connected solutions for student and special programs, business operations, and human capital management with powerful data and analytics.





# Poll Question 1

Do you have a comprehensive professional development plan in your district or school?



# Building a Vision for Effective PD

Paul Fleming, Chief Learning Officer, Learning Forward

## Opening Prompt

A photograph of a classroom with rows of desks and chairs, a whiteboard, and a map on the wall. The text is overlaid on this image.

**"EVERY STUDENT  
DESERVES A  
GREAT TEACHER,  
NOT BY CHANCE,  
BUT BY DESIGN"**

(Fisher, Frey, & Hattie, 2016)

# National Landscape for Professional Learning

- Research and evidence in the last decade have clarified the importance **of integrating professional and high-quality curriculum materials**; elements of effective leadership; high-performing networks and professional learning communities.
- The increasing interest and responsibility to use **evidence-based** professional learning models and strategies to support educator growth and performance.
- The current global crisis lays bare the long-standing **structural and societal inequities that are barriers to high-quality teaching and learning for all children.**



Which of the following do you think would be most likely to keep teachers in the profession?

	NATIONAL	BIPOC
Higher salary	78%	22%
More time for collaboration and planning	19%	20%
More support staff	17%	16%
More mental health support for educators	10%	17%
<b>More professional development and support</b>	<b>7%</b>	<b>41%</b>
More autonomy in the classroom	15%	11%
<b>More leadership opportunities while continuing to teach</b>	<b>8%</b>	<b>41%</b>
More supportive administration	21%	12%
More societal respect for the profession	26%	20%

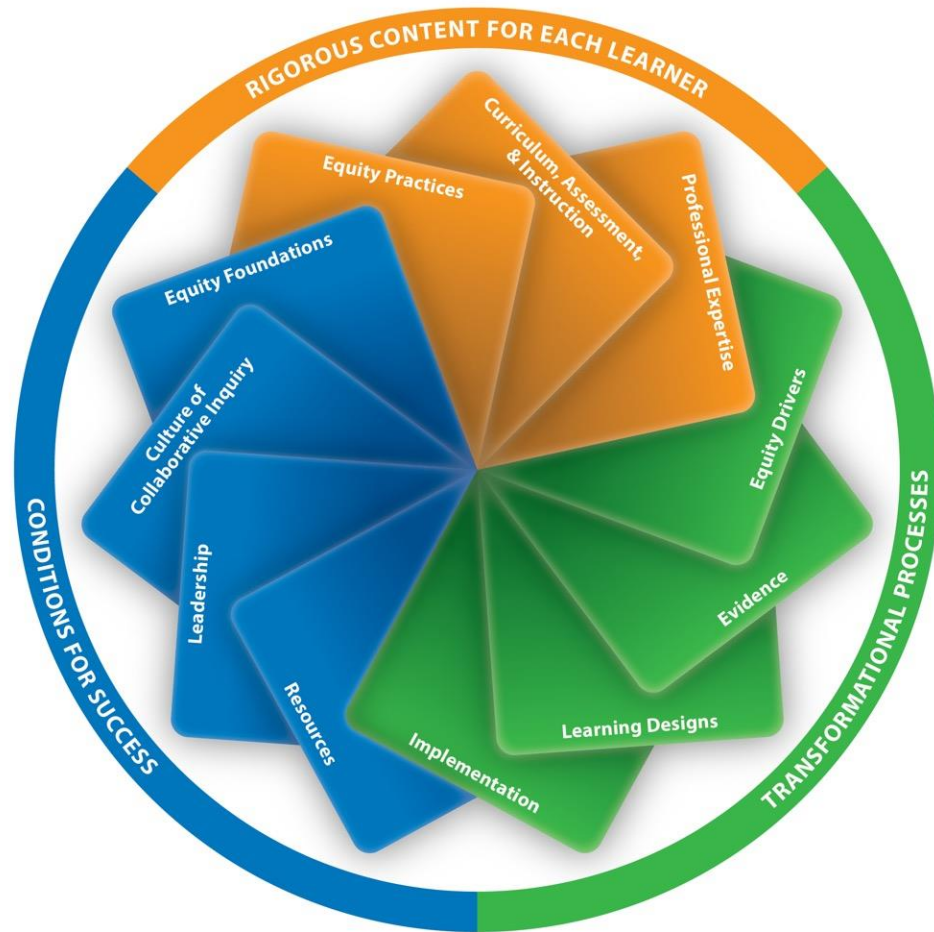
Voices From The Classroom, BIPOC Teachers, Educators for Excellence & The Education Trust, 2022.

# Four key factors impacting teacher retention\*

<b>Compensation</b>	<ul style="list-style-type: none"><li>• Compensation packages competitive with those of neighboring districts</li><li>• Student loan forgiveness</li></ul>
<b>Teacher preparation</b>	<ul style="list-style-type: none"><li>• Alternative certification program completers were 25% more likely to leave their schools than those who complete traditional certification programs</li></ul>
<b>Administrative support</b>	<ul style="list-style-type: none"><li>• Teachers who strongly disagree that their administration is supportive are more than twice as likely to leave their school or the teaching profession as teachers who strongly agree their administration is supportive</li></ul>
<b>Working conditions</b> (These indicate a stronger relationship to teacher turnover.)	<ul style="list-style-type: none"><li>• Collegial relationships</li><li>• Quality of instructional leadership</li><li>• School culture</li></ul>

\* *Teacher Turnover: Why It Matters and What We Can Do About It*, Desiree Carver-Thomas and Linda Darling-Hammond, Learning Policy Institute, 2017

# Standards for Professional Learning



THE PROFESSIONAL LEARNING ASSOCIATION

# Change Theory: How standards lead to improvement for all learners

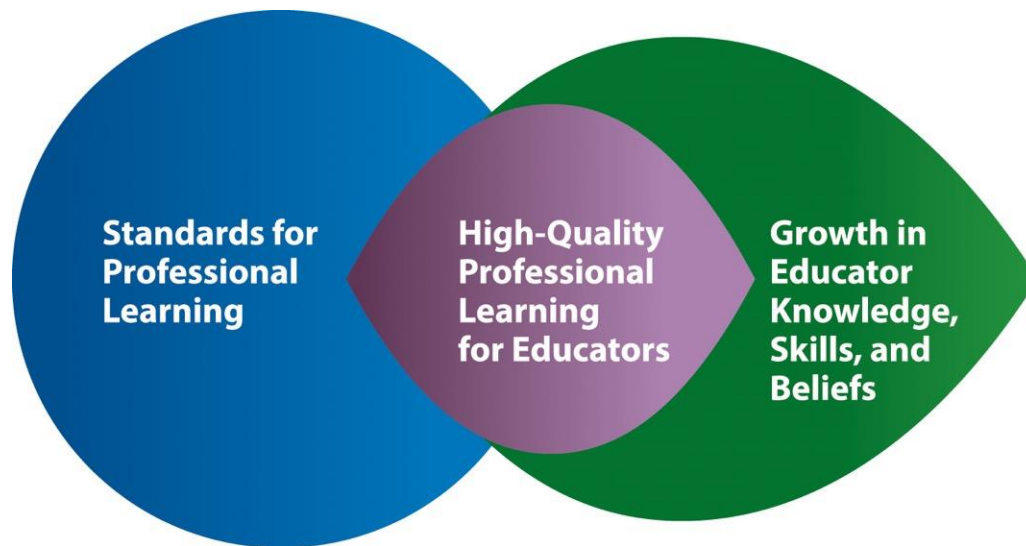


**Standards for  
Professional  
Learning**

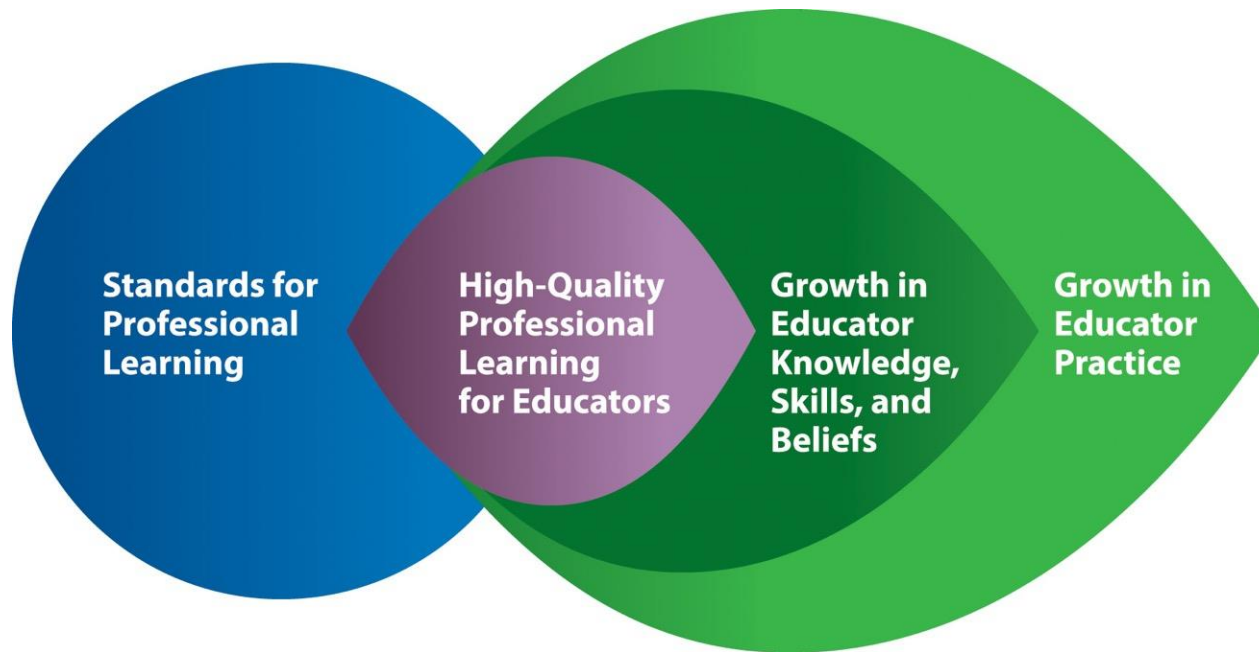
# Change Theory: How standards lead to improvement for all learners



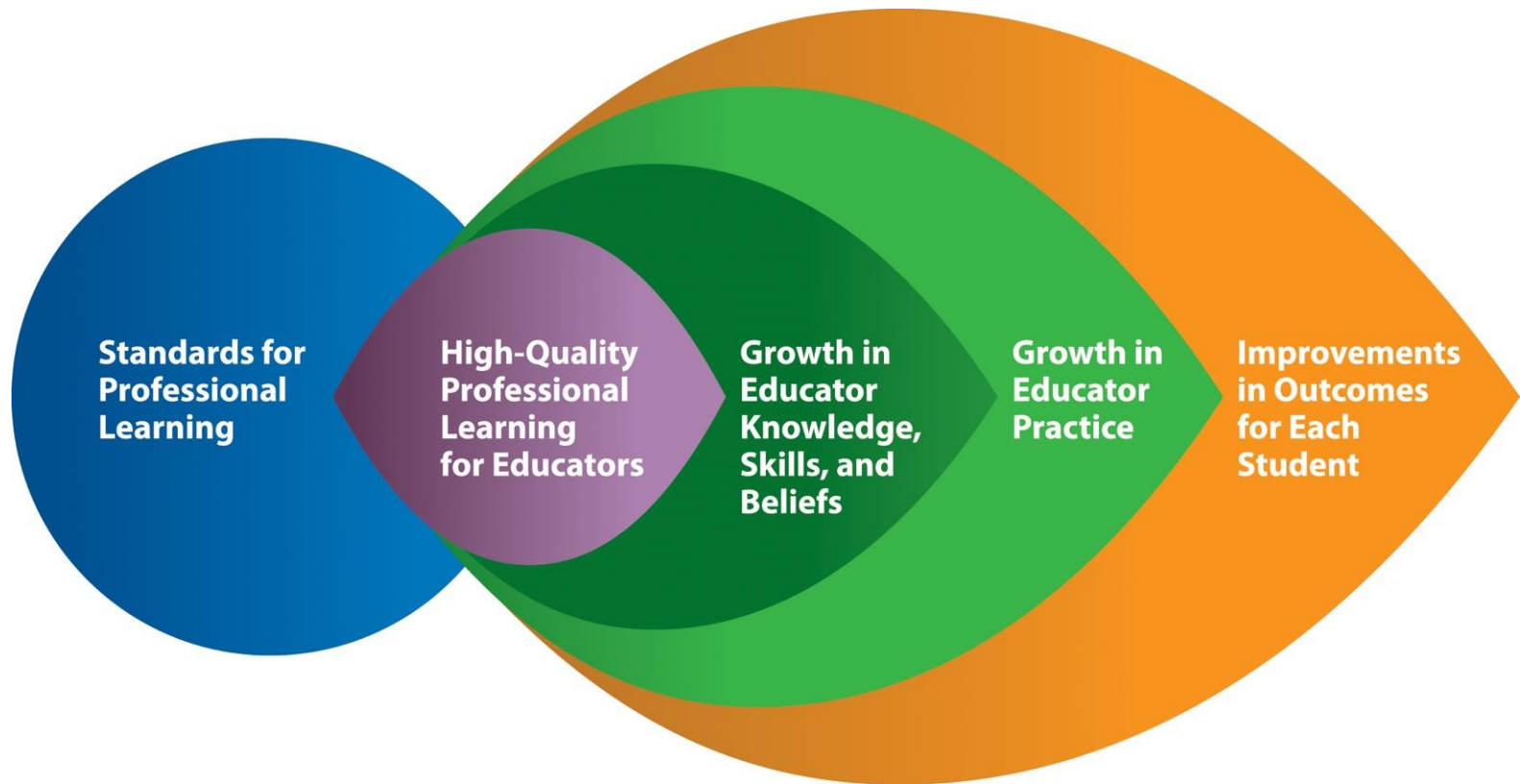
# Change Theory: How standards lead to improvement for all learners



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# Change Theory: How standards lead to improvement for all learners





# Recommendations for Developing a Vision for Professional Learning

## Convene a design team comprised of multiple roles and perspectives from your system to:

- Develop a professional learning vision statement for your system
- Craft SMARTIE professional learning goals aligned to your system's strategic priorities and key data (Specific, Measurable, Actionable, Relevant, Time-Based, Inclusive, and Equity-Focused)
- Use the Standards for Professional Learning to align the design and implementation of professional learning programs and resources
- Regularly convene the design team to celebrate early wins, assess progress, and make mid-course corrections
- Be able to answer the question: If we achieve our professional learning vision what will success look like for our students, staff, and community?





# Year-round Professional Growth Data

**Elizabeth Combs**, *Managing Director Research & Learning Institute, Frontline Education*

# PD must be intentional!

*The recipe for effective professional learning programs  
is a comprehensive year-long plan*



# ESSA definition of professional development:

The term ‘**professional development**’ means activities that “(A) are an **integral part of school and local educational agency strategies** for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and “(B) **are sustained** (not stand-alone, 1-day, or short term workshops), **intensive, collaborative, job-embedded, data-driven, and classroom-focused**, and may include activities that — ...

[S.1177, §8002 (42)]



# ESSA Professional Development Criteria Definitions



## Sustained

taking place over an extended period; longer than one day or a one-time workshop.



## Intensive

focused on a discrete concept, practice or program.



## Job-embedded

a part of the on-going, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.



## Collaborative

involving multiple educators, educators and coaches, or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.



## Data-driven

based upon and responsive to real time information about the needs of participants and their students.



## Classroom-focused

related to the practices taking place during the teaching process and relevant to instructional process.

# How do we measure effectiveness?



## Sustained

taking place over an extended period; longer than one day or a one-time workshop.

KEY METRIC:

Activity enrollments consisting of more than 3 meetings



## Intensive

focused on a discrete concept, practice or program.

KEY METRIC:

Average length of PD (in hours)



## Job-embedded

a part of the on-going, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

KEY METRIC:

Activities offered within the school system



## Collaborative

involving multiple educators, educators and coaches, or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

KEY METRIC:

Enrollment in an activity with a collaborative format



## Data-driven

based upon and responsive to real time information about the needs of participants and their students.

KEY METRIC:

Activities offered aligned to a data-driven format



## Classroom-focused

related to the practices taking place during the teaching process and relevant to instructional process.

KEY METRIC:

Activities aligned with classroom-focused InTASC standards



# National 2021-22 Findings (Offered PD)



## Sustained

taking place over an extended period; longer than one day or a one-time workshop.

KEY METRIC:

Activity enrollments consisting of more than 3 meetings

5.5%



## Intensive

focused on a discrete concept, practice or program.

KEY METRIC:

Average length of PD (in hours)

4.26 hrs



## Job-embedded

a part of the on-going, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

KEY METRIC:

Activities offered within the school system

57%



## Collaborative

involving multiple educators, educators and coaches, or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

KEY METRIC:

Enrollment in an activity with a collaborative format

7.3%



## Data-driven

based upon and responsive to real time information about the needs of participants and their students.

KEY METRIC:

Activities offered aligned to a data-driven format

7%



## Classroom-focused

related to the practices taking place during the teaching process and relevant to instructional process.

KEY METRIC:

Activities aligned with classroom-focused InTASC standards

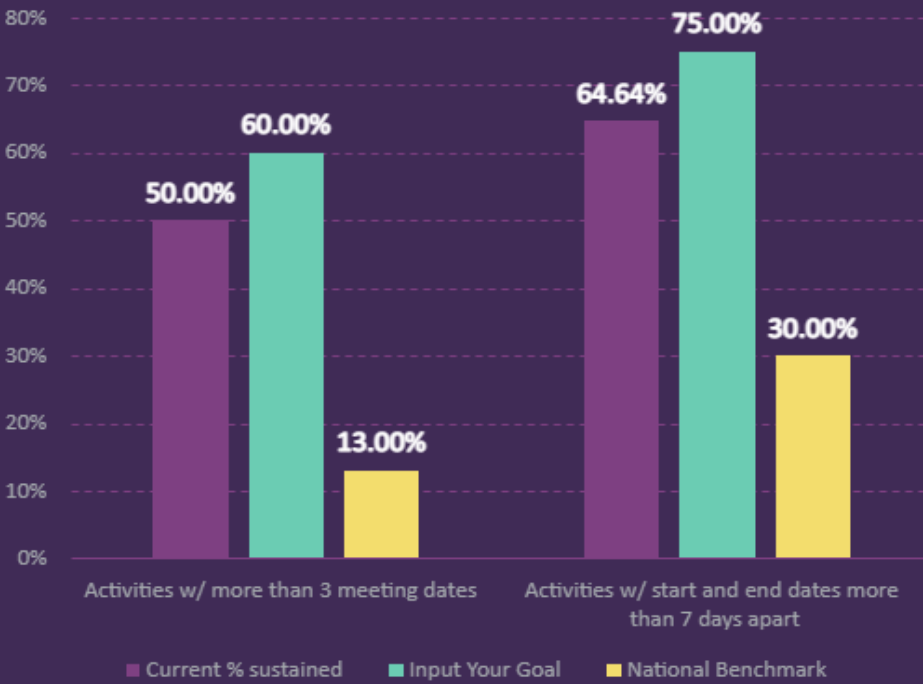
72%

# Sustained Professional Learning



Taking place over an extended period; longer than one day or a one-time workshop

	Current % sustained	Input Your Goal	National Benchmark
Activities w/ more than 3 meeting dates	50.00%	60.00%	13.00%
Activities w/ start and end dates more than 7 days apart	64.64%	75.00%	30.00%

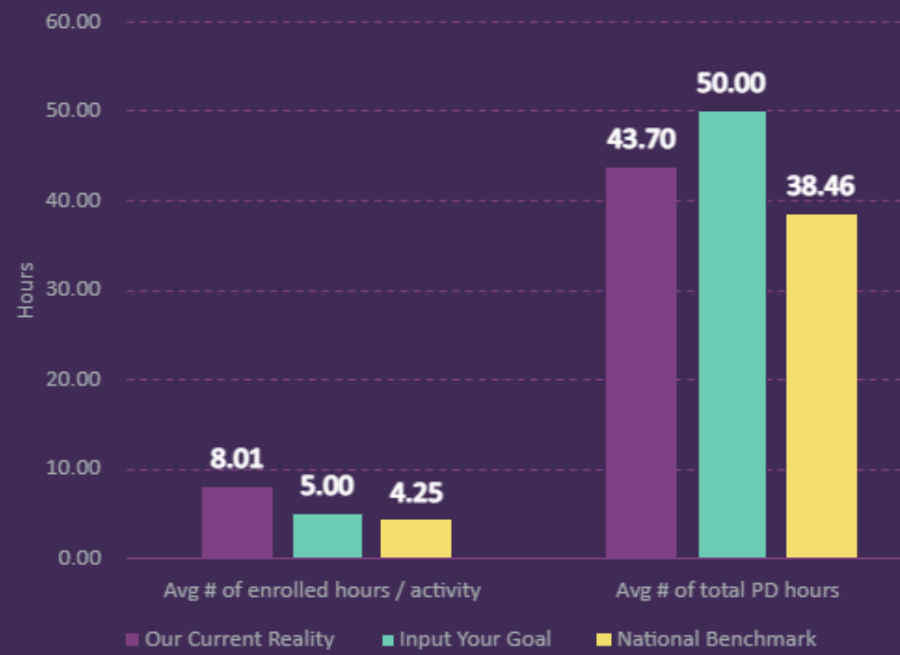


# Intensive Professional Learning



Focused on a discreet concept, practice or program

	Our Current Reality	Input Your Goal	National Benchmark
Avg # of enrolled hours / activity	8.01	5.00	4.25
Avg # of total PD hours	43.70	50.00	38.46





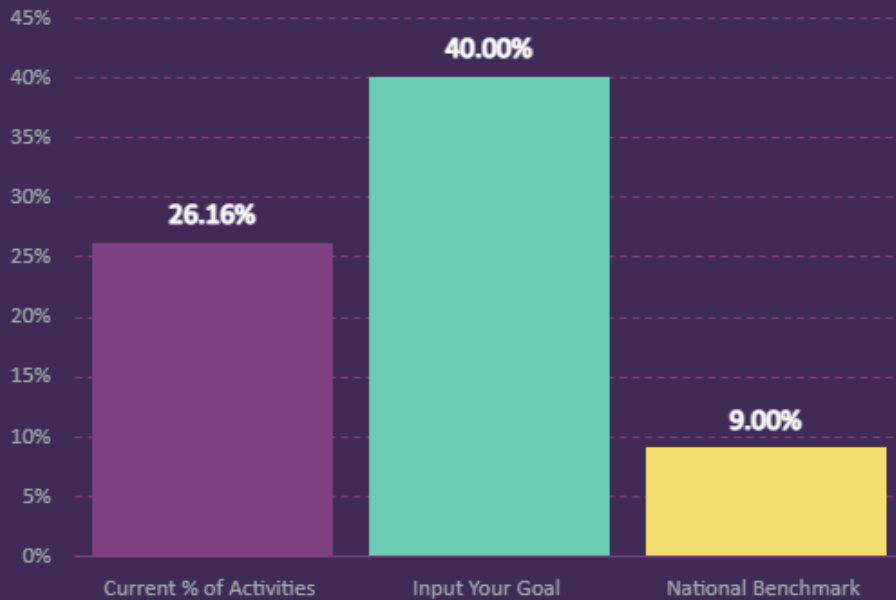
## Collaborative Professional Learning



Involving multiple educators, educators and coaches or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding

### Our Current Reality

# of Activities	Current % of Activities	Input Your Goal	National Benchmark
152	26.16%	40.00%	9.00%



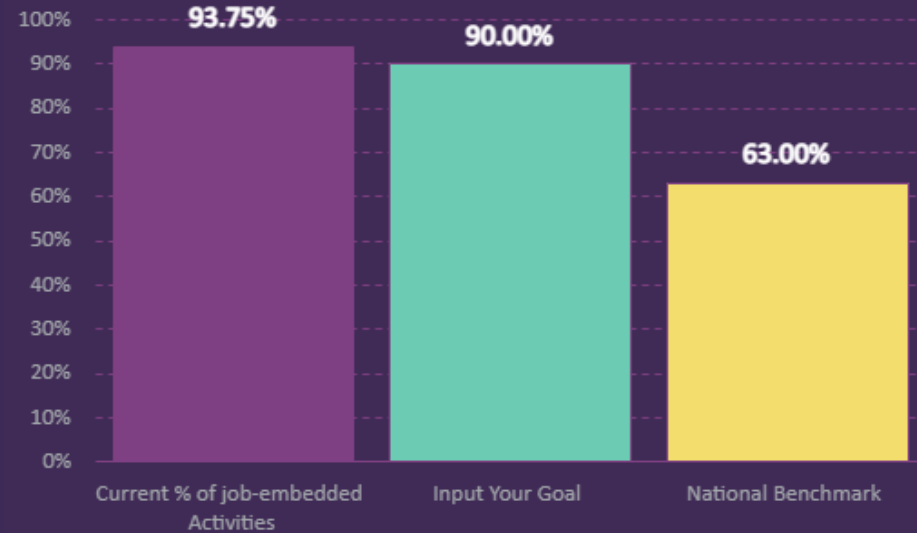
## Job Embedded Professional Learning



A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment

### Our Current Reality

# of job-embedded Activities	Current % of job-embedded Activities	Input Your Goal	National Benchmark
608	93.75%	90.00%	63.00%



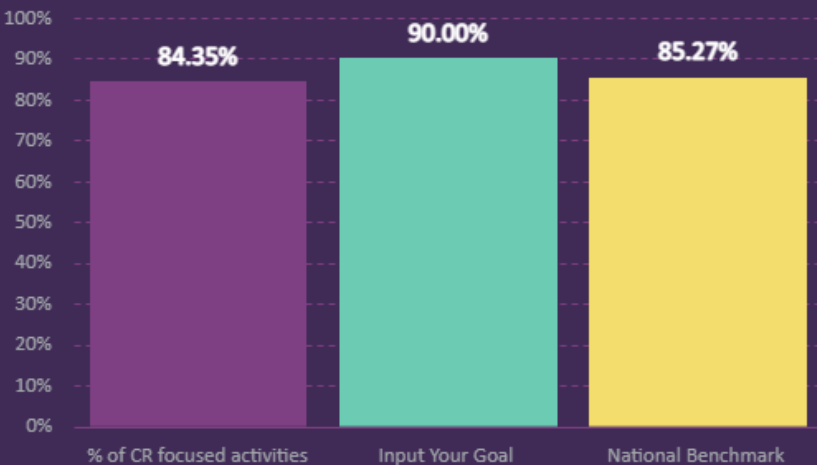
## Classroom Focused Professional Learning



Related to the practices taking place during the teaching process and relevant to instructional practice

### Our Current Reality

# of activities aligned to a CR focused standard	% of CR focused activities	Input Your Goal	National Benchmark
534	84.35%	90.00%	85.27%



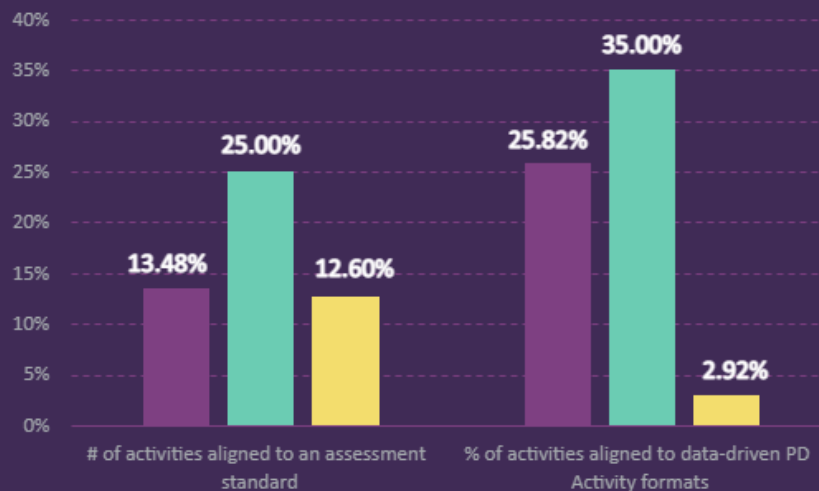
## Data Driven Professional Learning



Based upon and responsive to real time information about the needs of participants and their students

### Our Current Reality

	Current % of activities aligned to a CR focused standard	Input Your Goal	National Benchmark
# of activities aligned to an assessment standard	13.48%	25.00%	12.60%
% of activities aligned to data-driven PD Activity formats	25.82%	35.00%	2.92%



- Current % of activities aligned to a CR focused standard
- Input Your Goal
- National Benchmark



# Poll Question 2

Do you have a way of measuring progress towards your PD goals?



# How this looks in practice

**Ann Bell**, *Professional Growth Lead,*  
*Council Rock School District*

# How the Work Shifted

- ESSA criteria - driving force in professional development programming during COVID
  - PD as a benefit rather than a burden



- Professional Development pivoted
  - Urgency in accommodating the learning curve
    - need was great, staff had desire, participation increased
  - Driven by teacher feedback/needs
  - Timely, relevant content- just-in-time for staff to leverage
  - Varied formats to accommodate adult learners
  - Authentic and collaborative learning opportunities
  - Instructional coaching focused on collaborative lesson design and co-teaching



# Culture of Continual Growth

- District has long standing history of valuing professional development
  - Culture of high expectations with high levels of support



- Staff is committed to meeting needs of all students & to continuing their own learning in-order to do so
- All aspects of professional development program designed to support teachers' success in the classroom & to enhance student learning
  - As a result, district retains average of 93% of teachers annually over past five years.

# Professional Development Programming in Council Rock

## New Staff Members



- Three Year Induction Program
  - Year One Program
  - Based on Danielson’s *Framework for Teaching* & district programs
    - optional graduate credits
    - mentor for each new hire
    - district & building level focus
- Instructional coaches, curriculum coordinators, special education supervisors, technology integration specialists, & administrators provide support in classroom and beyond



# Professional Development Programming in Council Rock

## All Staff Members



- Professional Learning Community Work
  - Collaborative teams at each building
- Scheduled days throughout the year devoted to district, building, and curriculum based professional development
  - Collaboration and reflection throughout
- Self-paced courses designed to support teachers in meeting the needs of all learners







# Poll Question 3

What about your PD or staff engagement programs sets your district apart from your neighboring districts?



# Professional Growth

## Seeing Effective PD through the Eyes of Employees

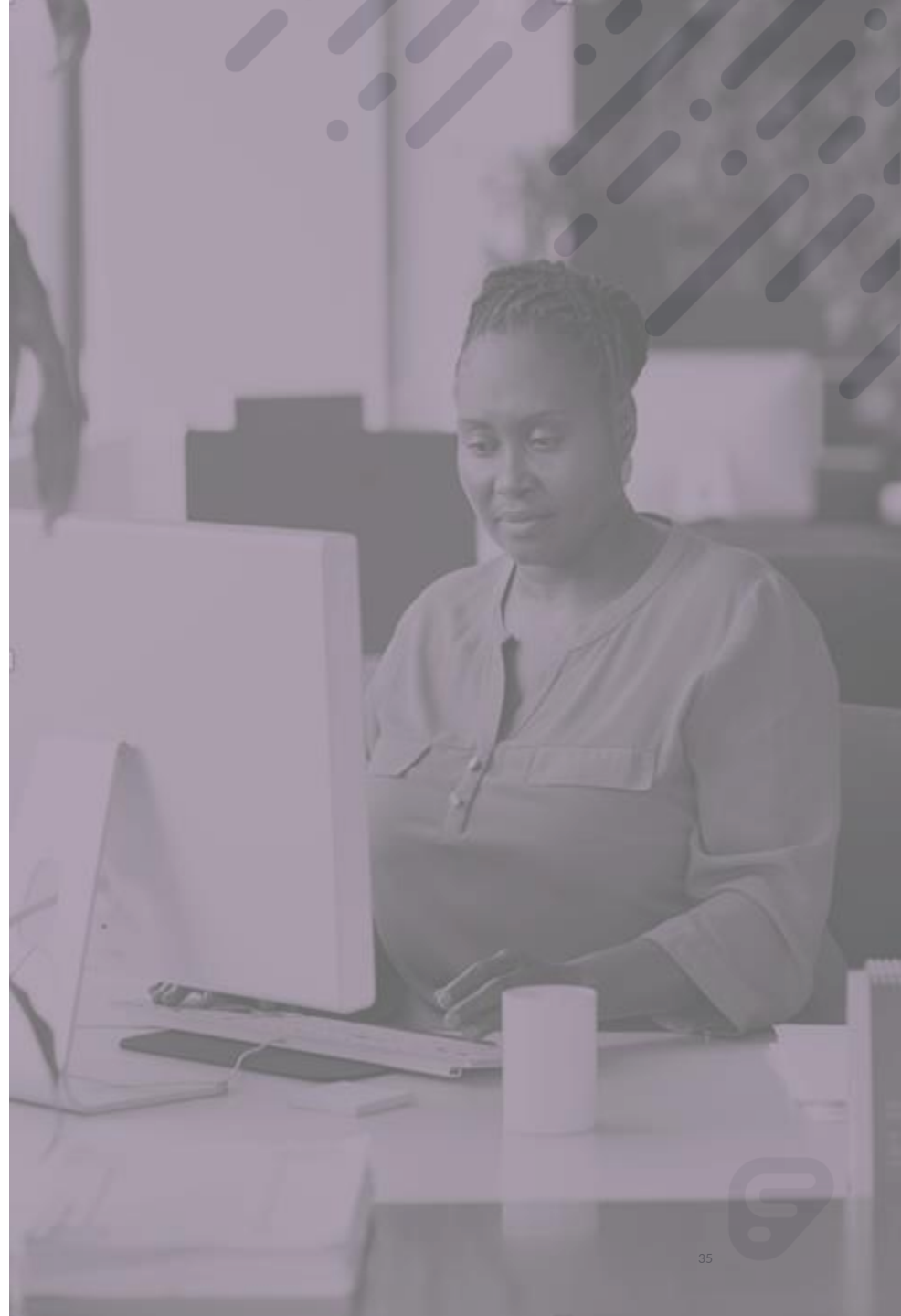
**Susan Walters**, *Principal Solutions  
Consultant, Frontline Education*

# What do employees want?

**91%** are interested in professional learning that is targeted to each teacher's specific, unique needs (including 56% strongly interested).

**71%** of teachers said they are interested in online, on-demand professional learning (including 32% strongly interested).

<https://thejournal.com/articles/2022/02/15/teachers-want-more-flexible-and-more-targeted-professional-learning-opportunities.aspx>



# How can we help employees get what they want?



Provide professional learning that is meaningful, relevant, and timely



Increase the availability of on-demand professional learning



Provide various formats for on-going professional learning





# The story of David Ausubel...

# Questions?

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[FrontlineEducation.com](https://FrontlineEducation.com)



Thank You

# Poll Questions

- **Do you have a comprehensive professional development plan in your district or school?**
- Yes
- No

- **Do you have a way of measuring progress towards your PD goals?**

Yes

No

- **What about your PD or staff engagement programs sets your district apart from your neighboring districts?**
- Online/asynchronous learning
- In-person
- Diversified formats (online/virtual/face-to-face)
- Instructional coaching
- Mentoring
- Administrative support
- Other

