



District Professional Learning Update and Evaluation September 2019

A. Program Description

- a. Description of the Program: We believe that professional learning is the core of student achievement as it focuses on what is necessary in each classroom and department in response to the instructional needs of students. Research continues to support that the teacher is the number one difference and has the most noted impact on student achievement (Killion 2005; Hattie 2014). Research also supports the training and learning of those in support of the classroom to have a significant impact on positive school climate (Hattie 2014). Our time and resources should focus on those that teach and support teaching and learning in the district. Both the certified and classified budgets are provided for these reasons. All school staff has an impact on student success.
- b. Budget Information:
Professional development for all staff is funded from three sources. These numbers are approximate and federal funds are often adjusted when the actual allocations are given to us by the state.

Federal Funding Total Allocations for 2018-2019: Some federal funds can be used for both classified and certified staff.

Title I: \$2,513,402.00

A portion of these funds services our elementary buildings with intervention and assistance in academic achievement. Salaries for reading and math specialists who provided coaching throughout the year are included.

Title IIA: \$404,009.00

District Improvement through professional development that was used for BIST training as well as district instructional coaching and outside presenters.

Title III: \$49,613.00

Limited English Speaking funds were used in part for professional learning.

Title IV: \$164,382

A portion of these funds were used for suicide prevention training and teacher training for Project Lead the Way.

District Funding: State funded 1% monies can only be spent on *certificated teaching staff*.

Certificated 1% funding by the State: \$361,869.00

This amount can fluctuate depending on the school funding formula

Classified PD: \$12,170

Training was provided for bus drivers and other classified personnel in BIST consistent with our Cultural Competency goals.

B. Goals and Objectives

- a. Current Program Goals and Objectives: One of the most impactful changes during the 2018-19 school years was the implementation of clear and specific curriculum and instruction (C&I) goals that guided all professional learning. These five goals focus on the topics of mathematical reasoning, data review teams, cultural competency, non-fiction reading and argumentative writing, and high level questions address district area of need in instructional improvement.
 - Use instructional practices in math that focus on the conceptual understanding and fluency in order to improve student **mathematical reasoning**.
 - Collaborate in **Data Review Teams (DRT)** to improve instructional practices and student learning.
 - Understand student differences through **Cultural Competency** in order to better meet the diverse needs of all students.
 - Include **non-fiction reading and argumentative writing** opportunities in all classes in order to improve students' reading and writing.
 - Provide numerous **high-level questions** to students in formats that encourage active participation in order to improve students' depth of thinking in all classes.

Mathematical Reasoning: Greg Tang launched mathematics professional learning with back to school sessions engaging teachers in key strategies and mathematical models while increasing mathematics content knowledge. With a focus on problem solving and visuals to improve student reasoning, representative teachers attended sessions hosted by the Greater Kansas City Professional Development Network. The math learning cadre continued to work with Greg throughout the school year. During second semester, cross-district grade level teams met to collaborate on the implementation of mathematical reasoning strategies with current curriculum resources. This instigated work on new curriculum maps to be used in 2019-2020 school year.

Data Review Teams: The district developed a partnership with the Central RPDC and brought in an outside consultant, Linda Shippy to meet with building principals and data review teams. Ms. Shippy began her work by providing a session at Curriculum Summit in the summer of 2018 that introduced teams to this work. Individual meetings were held with principals to provide coaching around the DRT process and observations of data review teams helped guide this work.

Cultural Competency: A cultural competency committee comprised of teachers and other district personnel met four times during the 2018-2019 school year. The goals of this committee were to provide professional learning opportunities on cultural competency in order to increase awareness, knowledge, understanding, and culturally appropriate practices. Throughout the year, various professional learning opportunities were conducted on topics such as Social-Emotional Learning, Trauma Informed Schools, and Crisis Prevention Interventions. Included in the cultural competency goals are ongoing Behavior Intervention and School-Wide Positive Behavior Supports:

Behavior Intervention Support Team~ BIST:

Four opportunities were provided to certificated staff to complete full Basic BIST training.

This is a 3-5 day training to covers the philosophy, the language and the logistics of BIST implementation. In addition, BIST consultants provided training to new teachers at their professional development meetings and monthly consultation at each building supporting staff through faculty meetings, Wednesday PL time and individual classroom observations and feedback.

School-Wide Positive Behavior Supports (SW-PBS):

During the 2018-19 school year, we continued our journey in implementing School-Wide Positive Behavior Supports. The Regional Professional Development Center consultants receive training directly from the state level and train area district staff. Dr. Robert Cordell oversees this work.

Non-fiction reading and argumentative writing: An emphasis on nonfiction and technical reading requires teachers to be equipped to engage students in rigorous reading materials. Secondary teacher leaders selected areas of focus within the Actively Learn platform to become better equipped with the skills to engage readers. Several teacher leaders earned badges as a result of the online professional learning opportunities. Vertical discussions were held within buildings to develop grade level and content level expectations for nonfiction reading and argumentative writing. Student samples of writing were collected and reviewed using the DRT process.

High-Level questions: Key teaching techniques and strategies involving questioning were reviewed and implemented throughout the school district during the 2018-19 school year. Professional learning on questioning, critical thinking, and engagement strategies were included in many building CPL plans. During DRT, instructional planning, and collaboration, teachers focused on high-level questioning to increase critical thinking. Given that the skills necessary for quality questioning involves all grade levels and all subject areas, a deeper study around questioning was initiated for the 2019-2020 school year.

District Committee on Professional Learning (CPL): District professional learning continues to be promoted, advocated, and monitored by the District Committee on Professional Learning. This district group includes representation of teachers from all buildings and is managed by those teachers and building administrators. The district plan was developed by the committee through the 2018-19 school year. This plan guides the district professional learning through 2022. All Building CPL Plans were created using a common template with goals aligned to the District CPL plan. These goals were the C&I goals listed above: mathematical reasoning, data review teams, cultural competency, non-fiction reading and argumentative writing, and high level questions. Additionally, the district Committee of Professional Learning addresses new teacher support and our Teacher Leadership program. Marilyn Cannon, Assistant Director of Professional Learning, supports the work of this group of teachers.

New Teacher Support: New Teacher Orientation and Mentoring acclimates newly hired staff to Raytown School District expectations and vision. The initiative provides a structure of support for any certificated teacher who does NOT have prior teaching experience (0 - 4 years) as well as support for experienced teachers (5+ years) that have transitioned to Raytown Quality Schools. The initiative includes on-site support, district sponsored professional learning, and

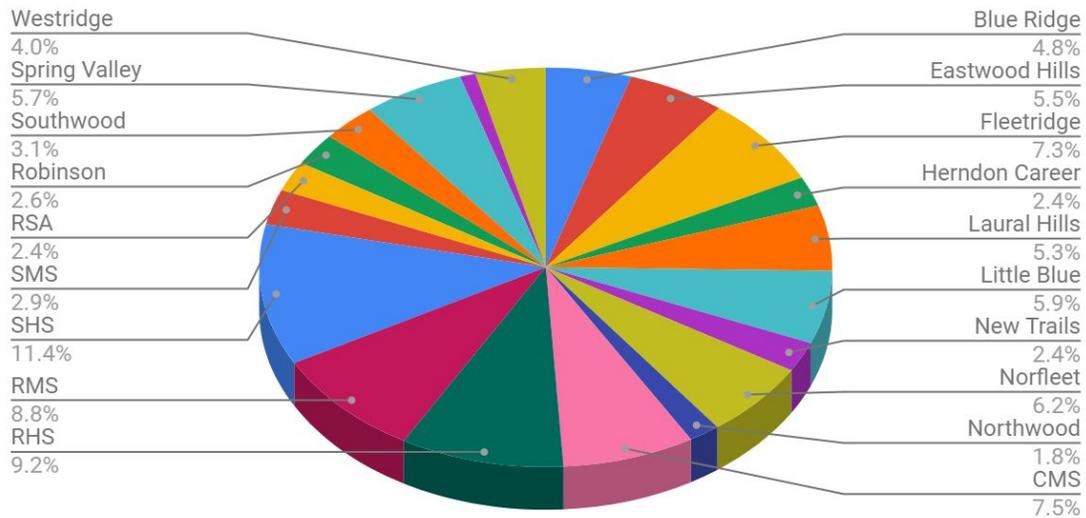
building level professional learning. Additional support is offered to new teachers throughout the year through our SWIM program (Support with Intentional Mindset). District content coordinators meet with new teachers four times a year and conduct coaching observations throughout the year.

Teacher Leadership: Teacher Leadership is a strong reputable group of approximately 70 teachers from across the district that participates in specific training in effective planning and execution of instruction. This group continues to become proficient at skills to support the C&I goals through a series of classes, practice and review opportunities. This past year was the first year of the 3rd Teacher Leader cohort. Teacher leaders provide mentoring in instructional delivery and planning as well as specific professional learning. Teacher Leader work is supported through their building CPL (Committee on Professional Learning) Plans.

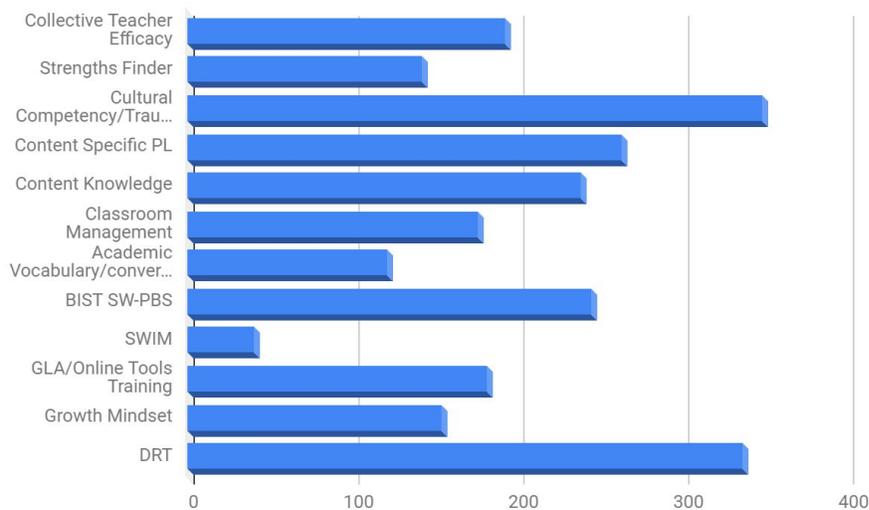
C. Data and Information

- a. Data Used to Evaluate Program: The end of year professional learning evaluation was completed by 456 staff members. The topics of professional learning with greatest participation included collective teacher efficacy, strengthsfinder trainings, DRT, content specific professional learning and SW PBS/BIST trainings .

2018 Professional Learning Survey Responses



- b. Analysis of Strengths: Teachers are actively involved in making decisions regarding professional learning. Evaluations of building and district professional learning sessions are formatively monitored throughout the school year. Most professional learning is embedded into weekly meetings such as early release DRTs, collaboration time, and faculty meetings.



- c. Analysis of Needs for Improvement: Areas for improvement include making the Teacher Leader model a more effective professional learning support and using the professional learning opportunities to address teacher retention.

D. Direction

- a. Recommendations: Increase strategic focus on the five curriculum and instruction goals. All building plans were designed with their school data and these five areas in mind.
- i. Continue focus on mathematical reasoning with partnership with Greg Tang. This year Greg Tang will meet with specific grade levels to emphasize the vertical progression of mathematical problem solving and reasoning.
 - ii. Continue work with Linda Shippy as a consultant for Data Review Teams
 - iii. Cultural competency committee will continue to be implemented at the building level guided and vetted by the cultural competency chairs at each building.
 - iv. Half day professional learning dedicated to Actively Learn and Achieve 3000 implementation at the secondary level and Kansas City Writing Project at the elementary level to address needs in improving student reading and writing skills
 - v. Emphasize the importance of quality questioning through leadership support with walkthroughs and Teacher Leader professional learning

E. Reviewed by

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 Building Administrators
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