

Professional Learning Plan for 2019-20

As discussed on February 11:

- ▶ The need for professional learning time has been clearly articulated by teachers and committees/councils
 - ▷ Curricular implementation
 - ▷ Improving Professional Practice
 - ▷ Highest quality student experiences
- ▶ After studying a variety of models to provide that time, a weekly 2:00 student dismissal on Mondays was proposed for the 2019-20 school year, providing 90 minutes weekly for professional learning for all K-8 certified staff. (A model for Preschool teachers is being developed)

Professional Learning Plan for 2019-20

Since February 11:

- ▶ Discussions and question/answer sessions with specialist groups of teachers and middle school faculty (K-6 classroom sessions were prior to February 11)
- ▶ Discussion at Curriculum Council
- ▶ Conversation with DGEEA, ASC and 2 Board Members (Feb 21st)
- ▶ Administration has gathered and prepared additional information in response to questions from the Board on February 11th

Additional Exemplars from 14 districts

Supports for Success

- ▶ Communicate change along with possible solutions and transition supports
- ▶ Consistency in day and time is helpful
- ▶ Connect with childcare providers and park district
- ▶ Clear communication about the rationale, productive use of time, the work being accomplished, and its value
- ▶ Effective communication and reminders of days through school-based newsletters are key
- ▶ Incorporating feedback loops between district, school and teacher teams is critical to successful coordination and accountability

Learning from Challenges

- ▶ Rotating the day and/or inconsistencies in days can cause confusion and requires additional communication and support
- ▶ Special childcare was offered first two years, but low utilization led to discontinuing
- ▶ Impact on shared bussing must be considered
- ▶ Communication with and buy-in from all teachers is critical

All districts said the time is incredibly valuable as it provides critical time for collaboration, professional learning, curriculum work and grade level planning.

Childcare Options on Mondays

- ▶ District administration has contacted all of the local providers we are currently aware of; all of these have stated that they can accommodate a 2:00 pm Monday release for 2019-20
 - ▷ Champions
 - ▷ Kindercare (multiple locations)
 - ▷ TBK
 - ▷ Guiding Hands
 - ▷ Tutor Time
 - ▷ YMCA
 - ▷ Park District Link Program
 - ▷ Westmont Yard

Impact on Specials - Art, Music, PE, Library scheduling for K-6 students

- ▶ Students in grades K-6 will receive the same amount of instructional time in Music, PE and Library as in the current year; they will receive additional art as discussed earlier tonight.
- ▶ The consistency of the weekly early release allows for this to be possible; this creates equity in the specials schedule
- ▶ Additionally, in this model the teachers of these classes will be able to receive targeted professional learning

Impact on substitute usage and cost

- ▶ Reduction of one K-6 grade-level half-day for teachers (3 hours of instruction, \$10,000)
- ▶ Reduction of Middle School Exploratory Committee Meetings (3-4 meetings, \$3,000)
- ▶ Potential additional reductions:
 - ▷ Student data/progress monitoring meetings
 - ▷ Committee work, particularly at the middle school level
 - ▷ Additional teacher meetings (potentially freeing time before and after school for additional student support)

Impact on Instructional Time

- ▶ Early release does have an impact on instructional time, even with the removal of half-days of attendance and teacher work day.
- ▶ With the addition of 10 minutes to the instructional day in grades K-6, we realize a net gain in instructional time
- ▶ Middle School scheduling is more complex...
 - ▷ Consideration of adding 5 minutes to maintain the consistency of schedule
 - ▷ Working with a team of teachers and administrators to consider overall impact on instructional time at middle school

Sample schedule - first 11 weeks

| | |
|----------|---------------------------------------------------------------------------------------------------------------------------|
| Aug. 26 | Building Directed Professional Learning |
| Sept. 2 | No School |
| Sept. 9 | Building Directed Professional Learning |
| Sept. 16 | Northside Schools - District Directed Professional Learning Southside Schools - Teacher Directed Professional Learning |
| Sept. 23 | Southside Schools - District Directed Professional Learning Northside Schools - Teacher Directed Professional Learning |
| Sept. 30 | Building Directed Professional Learning |
| Oct. 7 | Teacher Directed Professional Learning |
| Oct. 14 | No School |
| Oct. 21 | District Directed Professional Learning |
| Oct. 28 | Southside Schools - District Directed Professional Learning Northside Schools - Teacher Directed Professional Learning |
| Nov. 4 | Northside Schools - District Directed Professional Learning Southside Schools - Teacher Directed Professional Learning |

August 26 & Sept 9

Building Directed

- ▶ Discussion of shared student data (assessment & observational)
- ▶ Instructional planning across grade levels (K-6) and departments (7-8)
- ▶ Differentiation strategies and approaches
- ▶ Student Support Meetings
- ▶ Parent partnerships & communications - SeeSaw and other methods
- ▶ **Outcome impact: Data review and implementation of direct, individualized instruction and support strategies by the 3rd week of the school year**

September 16 & 23

District-Directed (Science)

- ▶ NGSS focus for K-6 & Middle School Science
 - ▷ Early implementation check-in
 - ▷ Teachers work as grade level teams (K-2 in one building, 3-5 in another)
 - ▷ Gr 6 with Herrick/O'Neill respectively
 - ▷ Focus on 3-dimensional learning in Unit 1
 - ▷ Time to explore, troubleshoot, support online platform and delivery of materials
- ▶ **Outcome impact: Supports the quality, immediacy and fidelity of Science implementation**

September 16 & 23

District-Directed (Middle School)

- ▶ Departmental Focus
 - ▷ ELA - alignment of instruction with committee blueprints
 - ▷ Math - Discuss pilot resource experience
 - ▷ Social Studies - exploration of C3 framework and points of implementation
 - ▷ Exploratory - review/refinement of newly designed courses
 - ▷ PE - focus on Health curriculum
 - ▷ Special Services - review of intervention systems
- ▶ **Outcome Impact: Districtwide alignment**

September 16 & 23

District-Directed (Specialists)

- ▶ Opportunities for targeted professional learning for art teachers, music teachers, PE teachers, reading specialists, teacher librarians, EL teachers, resource teachers, psychologists, social workers, nurses, speech pathologists...
- ▶ Scheduling between Sept 16/23 may vary slightly to ensure equity for these groups
- ▶ **Outcome impact: Targeted professional growth opportunities, supported curricular development**

September 16 & 23

Teacher-Directed

- ▶ Teachers submit proposed plans and outcomes for the day
 - ▷ Collaboration/Discussion on core instruction
 - ▷ Cross-grade level curricular articulation
 - ▷ Parent partnerships and communications with SeeSaw and other methods
 - ▷ Collaboration with specialists to develop student-specific plans and strategy
 - ▷ Development of interdisciplinary units of study
- ▶ **Outcome Impact: Teacher choice in focus area provides differentiated learning targeted to specific needs of students**

September 30

Building-Directed

- ▶ Formative parent-teacher conference preparation (promoting building-wide consistency of approach)
- ▶ School Improvement Plan
 - ▷ Review of plan and school goals in depth
 - ▷ Focus on specific building initiatives outlined in School Improvement Plan
 - ▷ Considering specific classroom activities to support the School Improvement Plan
- ▶ Student Data Meetings
- ▶ **Outcome Impact: Greater cohesion around building goals and objectives**

Overall Outcome Impact - Continuous Improvement of the Student Learning Experience

“Effective Professional Learning is...

- Ongoing
- Collective
- Job-Embedded
- Results-oriented
- Most effective in schools and districts that function as professional learning communities”

(Richard DuFour, 2014)

“We need to create time and space for teachers to reflect on their practice in a structured way, and to learn from mistakes.” - Bransford, Brown & Cocking, 1999

“Lest we forget, as we spend untold hours working with adults, that it is the students who are the primary benefactors of our labor: this work is about kids.” - Daniel Venables, 2009

Initial Communication Plans

- ▶ Series of brief communication pieces to all district families beginning in March
- ▶ FAQ section developed on website
- ▶ Information included in registration materials
- ▶ Building (principal) letters
- ▶ Informational pieces to local childcare agencies
- ▶ Parent survey around ways the District can support this transition (late March)

Continuous Feedback

- ▶ Exit slips after each Monday completed by all staff
- ▶ Families surveyed in fall and spring to learn of unanticipated challenges or opportunities for community support
- ▶ Regular reports to the Board of Education (Curriculum Workshops?)
- ▶ Continue feedback plan for at least 2 years

Questions?