

EngagED: A Model for Teacher-Led Professional Development That Works!

Problem Statement: In Chico Unified School District, our current professional development system inadequately prepares teachers to engage socioeconomically disadvantaged students. *Teachers don't have access to time, resources, and their colleagues to get strategies to improve equity and student engagement in their classrooms.*

Goal: Create a sustainable structure for teacher-driven professional development focused on increasing equity and engagement for socioeconomically disadvantaged students.

Rationale:

We are a TK12 district. We should be having conversations up and down the TK12 sequence about the unacceptable number of kids that are falling through the cracks.

One challenge we all have in common is that our current system fails to provide these students equal access to college/career/ci

Inputs:

Stakeholders

Teachers

- a) innovators
- b) early adopters
- c) early majority
- d) late majority

Administrators

- a) visionary leaders
- b) managers

School Board

Students

Parents

Union

Resources

- District Leadership Council / Coaching
- Current collaboration

Activities:

Next six weeks

- Innovators meet to develop the elevator pitch. (Teacher testimonials, student interviews, teacher survey, Logic Model from TTL)
- Pitch to Superintendent
- Commitment to fund short-term cohort to pilot the teacher-led PD structure for 2016-17 (by CUSD)
- Reach out to early-adopters who will commit to participating in the cohort for next year (email? Ask DLC folks to take to sites?)

Summer 2016

Outputs:

1 month (end of school year):

- Elevator Pitch: Video testimonials, Teacher Survey data* Logic Model, TTL summit summary..
- Meeting Notes from KS meeting with plan to throw \$ at the 16/17 cohort
- 15-20 Teacher Leaders and administrators attend one-day Access and Equity Institute introductory workshop.
- Schedule one-week A&E follow up institute for DLC and Innovators/Early Adopters, admin.
- Identify each DLC Coach's focus and their six Coachees.
- Clearly communicate the mission and vision of the Coaching cycle to Coachees: not a deficit model but a "promoting high quality instructional moves" model.

Outcomes:

Short Term: 1 year

- Survey data* shows a growth in teacher perception of district PD and collaboration.
- Ed Services maintains focus on supporting teacher-led feedback structures to increase student engagement.
- Principals consistently report successful completion of common Lead Measure: x teacher observations completed each month using the teacher-developed feedback tool.
- Each of the seven DLC Coaches completes five coaching cycles with each Coachee (42 total Coachees x 5 Coaching Cycles each = 210 total Coaching Cycles completed).

Medium Term: 2 years

- Survey data* shows a growth in teacher "attitude" towards district PD and collaboration by early adopters

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tizenship readiness skills.

What if we created a teacher-driven PD plan that focused on increasing student equity and engagement for the kids that need it most?

structure
Weekly collaboration time
Ed Services meetings
Summer work time

- Develop a structure and plan for teacher-led PD with a pilot cohort**
- Consult data/resources to inform our plan for pilot cohort implementation, 16-17

2016-17 School Year

- Pilot Cohort teachers identify the students in their classrooms that require engagement (Who are my students that are “dis-engaged” in my class/in our school? Who are the D/F’s? Where do I need to grow my equitable teaching practices? With which students do I need to grow them?)
- Implement teacher-led PD (Use collaboration days throughout the year and the District Wide Staff Development Day), pilot cohort

Beyond 2016-17

- Three-year plan--implement teacher-led PD district-wide
- CUSD governance model evolves toward distributed leadership

3 month (end of Summer):

- Draft teacher feedback tool with input from all sites (principals solicit input at May staff meetings).

6 months:

- District Wide Staff Development Day meeting with small cohort, meeting notes and teacher feedback (norms?)
- Teacher observation forms, created by teachers to be used in collaboration with DLC coaches.

- Improvement in the process of teacher evaluation by including peer observation and feedback (takes the load off admin; takes place in cycles, not just once-yearly “reflections”)

Long Term: Beyond 2 years

- Increased engagement in socioeconomically disadvantaged students, district-wide
- Fewer Ds and Fs for low SES students district-wide
- Fewer referrals for low SES students to alternative ed
- Increase in a-g participation and completion for low SES students (long-term, increased participation and completion in AP courses)
- Student surveys show they have a stake in their own education; better prepared for college, career, and life

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- Structure of teacher coaches who observe and give feedback in peers' classes
- Add start school 4 days sooner, distribute 4 release days throughout the year to give teachers time to meet, collaborate, research, develop...

Student Impact: (If..., then...)

If we engage teachers in creating and participating in a structure of teacher-driven professional development focused on increasing equity and engagement for socioeconomically disadvantaged students, then more low SES students will be prepared for college level expectations.*

*fewer low SES students will be referred to alternative education and more Low SES student will complete A-G classes, etc..

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Possible Teacher Survey Questions:

1. How often do you go to a workshop/conference/meeting/etc.. Of your choosing? Answers should be circle one
2. When is the last time you created something from scratch..(this question needs to be reworded so that folks understand. We are getting at do they just teach from the curriculum or are they inspired to try new stuff, tweak what they have, create new lessons, as opposed to doing the same thing.
3. When is the last time you sought out or read ed research, a book about an effective teaching practice, or education. Blah blahh...
4. If you could attend any workshop/conference/meeting/ etc? What would you choose and why?
5. If you have not attended a workshop/conference/meeting/ etc...Why is that?

Prompt to give EngagED participants for Teacher Testimonial:

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**This structure should be developed WITH the pilot cohort and is a living thing requiring additional input and testing. Some ideas for structure include: rethinking our current District Wide Staff Dev. Days for this cohort, 1/3 of time is a share of effective engagement strategies 2/3 of time is collaboration time in small collaborative groups, something in place that allows for peer observation, feedback, blah blah....

Teacher Elevator Pitch:

“What would you say if I told you that you could choose your professional development focus based on those kids in your class that are not engaged?”