

Professional Development and Teacher Evaluations

April 2022



Roadmap

Professional Development

- Best Practices
- Requirements
- PD Programs
- Survey Results

Teacher Evaluations

- National Research
- TESS
- Teacher Ratings
- Survey Results



Professional Development



PD Best Practices PD Requirements PD Programs Survey Results Teacher Evaluations

Effective Professional Development

Effective Features

1.	Content-Focused	5.	Provides Coaching and Expert Support
2.	Incorporates Active Learning	6.	Opportunities for Feedback and Reflection
3.	Support Collaboration	7.	Sustained Duration
4.	Models Effective Practice		

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Effective Professional Development

Forms of Professional Development	Professional Development Purposes
Lesson Study	Instill Insight
Instructional Coaching	Motivate Goals
Strong Teacher Learning Communities	Teach Techniques
	Embed Practice

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Effective Professional Development

Mechanisms

Manage Cognitive Load	Instruction	Prompts/Cues
Revisit Prior Learning	Practice Social Support	Action Planning
Goal Setting	Modelling	Self-Monitoring
Credible Source	Feedback	Context-Specific Repetition
Praise/Reinforce	Rehearsal	


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Effective Professional Development

Barriers to Effective Professional Development

- Inadequate Resources
- Lack of Shared Vision About High-Quality Instruction
- Lack of Implementation Time
- Failure to Align State and Local Policies on Instructional Practices
- Dysfunctional School Cultures
- Inability to Track and Assess PD Quality



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Professional Development Requirements

- Purpose of PD
- Annual Requirements and PD Definition
- Content Requirements
- Methods of Earning PD Hours



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Professional Development Requirements

The purpose of Professional Development is to:

“improve teaching and learning in order to facilitate individual, school-wide, and system-wide improvements designed to ensure that all students demonstrate proficiency on state academic standards.”

- Arkansas Statute § 6-17-704(b)



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Professional Development Requirements

Annual Requirements	PD Definition
<ul style="list-style-type: none"> 6 PD days (or 36 hours) Minimum PD Plan 	<ul style="list-style-type: none"> Improves knowledge, skills, and effectiveness of teachers; Improves knowledge and skills of administrators and paraprofessionals on instructional strategies, methods, and skills; Leads to improved student academic achievement; and Is research-based and standards-based.

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Professional Development Requirements

PD Content Requirements	
<ul style="list-style-type: none"> 2 hours of one of the following annually on rotating basis over 4 years: <ul style="list-style-type: none"> Child maltreatment; Parental involvement; Teen suicide awareness and prevention; and Arkansas history (to relevant teachers) 	<u>Additional Content Requirements</u> <ul style="list-style-type: none"> Dyslexia Human trafficking Specific scientific reading instruction Bullying prevention and recognition of the relationship between incidents of bullying and risk of suicide

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Professional Development Requirements

Additional PD Content Requirements by Position

Athletic Coaches	Every 3 years: Concussions, dehydration, or other health emergencies; Environment issues that threaten health or safety of students; Communicable diseases; Sudden cardiac arrest
School Counselors	By Sept. 1, 2024 and every subsequent 4 years, school counselors shall receive Youth Mental Health First Aid training

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Professional Development Requirements

Methods of Earning PD Hours

Approved Conferences	Peer-Coaching	Study Groups	College or university course work
Workshops	Planning and preparing curriculum and other instructional materials	Distance Learning	National Board for Professional Teaching Standards Certification
Institutes		Micro-credentialing	
Individual Learning		Internships	
Mentoring			

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Professional Development Programs

	2021 Funding	2021 Spending
Districts and Charters	\$17,163,721	\$36,462,799
Solution Tree	\$12,500,000	\$12,500,000
AETN	\$2,744,350	\$2,744,350
Total PD Categorical	\$32,408,071	\$51,707,149

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Professional Development Programs

- Arkansas IDEAS
- Professional Learning Communities Pilot Program
 - Inclusive Practices PLC Program








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Professional Learning Communities

ArkansasIDEAS

- Internet Delivered Education for Arkansas Schools
- DESE and Arkansas Educational Television Network (AETN)
- Online PD for AR licensed educators and those wishing to obtain AR educator license



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ArkansasIDEAS

Program Statistics	Top Course Completion Topics
<ul style="list-style-type: none"> • 75,000 users served • 245,000 courses completed • 7,698 new users added • 31.5 additional credit hours • 35 new courses • 730 total courses 	<ul style="list-style-type: none"> • Anti-Bullying Strategies for AR Schools • The Science of Reading • Human Trafficking • Ethics for Arkansas Educators

FY2020-2022



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Professional Learning Communities

PLC Pilot Program

Program Details	Program Objectives
<ul style="list-style-type: none"> • Began in 2017-18 • DESE and Solution Tree Partnership • 43 Participating Schools/Districts • Cohorts participate for 3 years • Schools/Districts apply and are selected by DESE 	<ul style="list-style-type: none"> • "Increasing student achievement through teacher collaboration, a focus on learning, and a results orientation"



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Professional Learning Communities

PLC Pilot Program

Professional Learning Communities (PLCs)

“Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.”

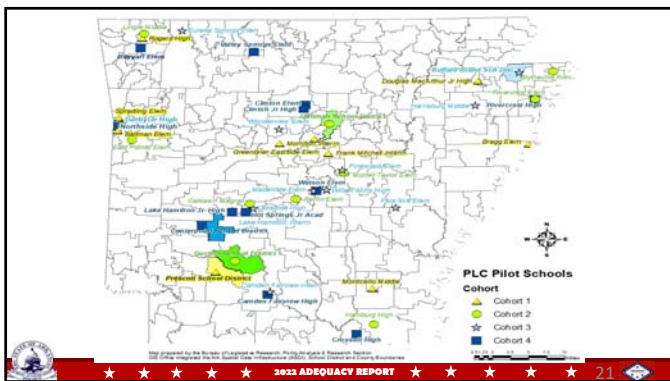
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Professional Learning Communities

PLC Pilot Program

Each participant is matched with a Pilot School Site Coach and receives a Pilot School Plan that includes the following:

- Up to 50 days of onsite PD from PLC at Work associates
- Book, video, and online resources for school staff
- Schoolwide subscriptions to global PD
- Registrations for PLC events
- Ongoing phone and email support from Pilot School Coach




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Professional Learning Communities

Program Effectiveness Analyses

BLR Analysis #1	Qualitative Survey; Conducted in 2019; Phone Interview with 3 participating Cohort 1 schools.
Education Northwest Evaluation	Program evaluation conducted on behalf of Solution Tree and DESE. Published in 2021. Analyzed Cohort 1 schools.
BLR Analysis #2	Statistical Analysis; Conducted in 2022. Analyzed ACT Aspire scores in Cohort 1 -3 schools from 2016-17 to 2020-21.



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Professional Learning Communities

BLR Analysis #1

<p>Positive Impacts Reported</p> <ul style="list-style-type: none"> Increased student achievement Increased teacher collaboration Increase student attendance Decreased discipline referrals Growth among students with disabilities Increased student ownership Increased teacher confidence 	<p>Challenges Reported</p> <ul style="list-style-type: none"> Access to Solution Tree resources Scheduling/Time out of classroom <p>Other Comments:</p> <ul style="list-style-type: none"> District/school support is needed to be successful Some Solution Tree resources are not tailored enough to specific school needs
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Professional Learning Communities

Education Northwest

Evaluation analyzed Cohort 1 schools:

- Educator surveys
- Interviews and focus groups
- Review of implementation documentation, needs assessment, and training material and literature
- School and student data from ADE (2017 to 2019)


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Professional Learning Communities

Education Northwest

Key Findings

- Improved student academic achievement and higher levels of engagement
- Positive changes in instructional practices - improved learning opportunities for students
- Improved culture of collaboration and collective responsibility for student performance
- All schools received support from school leaders and Solution associates and were able to fully implement the program



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Professional Learning Communities


BLR Analysis #2

Methodology	Analysis Caveats
<ul style="list-style-type: none"> Compared ACT Aspire scores of Cohort 1 and Cohort 1-3 schools from 2017, 2019, 2021 Performed Chi-Square Test in each year for students in PLC Pilot schools vs. Non-PLC Pilot Schools 	<ul style="list-style-type: none"> Schools not in PLC Pilot may be implementing PLC outside of program Analysis looked at standardized test scores, NOT school specific data Change in ELA readiness benchmarks in 2018 Other factors may impact change in test scores over time


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All Students – Cohort 1: % Students Scoring Ready or Exceeding

ACT Aspire – Math					
	2017	2019	2021	2017-2019 Gap	2017-2021 Gap
PLC Pilot Schools	47.2%	47.7%	33.8%	0.5	-13.4
Non-PLC Pilot Schools	47.0%	46.9%	36.4%	-0.1	-10.6
Statistical Significance	None	None	.000		
ACT Aspire – ELA					
	2017	2019	2021	2017-2019 Gap	2017-2021 Gap
PLC Pilot Schools	52.1%	43.2%	35.5%	-8.9	-16.6
Non-PLC Pilot Schools	52.5%	43.9%	37.0%	-8.6	-15.5
Statistical Significance	None	None	.026		


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All Students – Cohorts 1-3: % Students Scoring Ready or Exceeding

ACT Aspire – Math			
	2017	2021	BLR 2017-2021 Gap
PLC Pilot Schools	47.7%	32.9%	-14.8
Non-PLC Pilot Schools	47.0%	36.5%	-10.5
Statistical Significance	None	.000	
ACT Aspire – ELA			
	2017	2021	BLR 2017-2021 Gap
PLC Pilot Schools	50.8%	34.4%	-16.4
Non-PLC Pilot Schools	52.6%	37.1%	-15.5
Statistical Significance	.000	.000	



Professional Learning Communities

BLR Analysis #2

Overall Findings

- No consistent trends to indicate positive or negative impact.
- Majority of findings show decreases across all years and groups analyzed.
- Less than half of all relationships analyzed between PLC Pilot schools and non-PLC Pilot schools were statistically significant.



Professional Learning Communities

Inclusive Practices PLC Project

- Began in 2020-21 school year
- Expansion of PLC Pilot Program in select schools
- Focused on supporting students with disabilities and other groups of struggling learners
- Federally funded



PD Survey Results

PD Used Occasionally or Most or All of the Time	% Teachers	PD Rated Very Useful or Essential	% Teachers
District-provided PD NOT using ARK IDEAS	87%	Collaboration with other educators/ staff	88%
School-provided PD NOT using ARK IDEAS	85%	Conferences or workshops	72%
AR IDEAS	83%	School-provided PD NOT using ARK IDEAS	62%
Collaboration with other educators/ staff	78%	District-provided PD NOT using ARK IDEAS	57%
PD provided by educational cooperatives	56%	PD provided by educational cooperatives	56%
Conferences or workshops	50%	College graduate level courses	55%
College graduate level courses	18%	AR IDEAS	48%

Teacher Evaluations

Effective Teacher Evaluations

Two Evaluation System Purposes

Accountability

Monitor teacher performance and ensure they are following established standards and teaching practices

Development

Formative tool to enhance teachers' skills...Create a feedback loop that provides ongoing and actionable feedback based on observations during the evaluation, identify areas for growth and link results to targeted development activities

National Research TESS Teacher Ratings Survey Results

Teacher Evaluations

National Trends

Top NAEP States	Top SREB States	Contiguous States
<ul style="list-style-type: none"> District or locally designed Based on state guidelines or criteria Split on state approval 	<ul style="list-style-type: none"> District or Locally Designed Based on state guidelines or criteria Split on state approval 	<ul style="list-style-type: none"> Mix of district/ local design and statewide systems Split on state approval

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National Research TESS Teacher Ratings Survey Results

Teacher Evaluations

Teacher Excellence and Support System (TESS)

Evaluate teachers minimum of once every four years	Based on Charlotte Danielson's <i>Framework for Teaching</i>
Sources of evidence: <ul style="list-style-type: none"> Direct observation Indirect observation Artifacts Data 	<ul style="list-style-type: none"> Planning and preparation; Classroom environment; Instruction; and Professional Responsibilities

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National Research TESS Teacher Ratings Survey Results

Teacher Evaluations

Teacher Evaluation Support System (TESS)

Professional Growth Plans (PGPs) <ul style="list-style-type: none"> Living document Links professional learning opportunities to teacher growth outcomes 	Novice Teachers <ul style="list-style-type: none"> First 3 years of teaching No summative evaluations Feedback, support, and mentorship
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National Research > TESS > Teacher Ratings > Survey Results

Teacher Evaluations

	2019-2020
Total Number of Schools	1,038
Number of Blanks/ N/A	206
% No scores reported	20%
Number of Schools with Ineffective Teachers	
Number of Schools with Ineffective Teachers	11
% of Schools with Ineffective Teachers	1%
Average % of Ineffective Teachers	12%

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% Educators Rating TESS as Very Useful or Essential

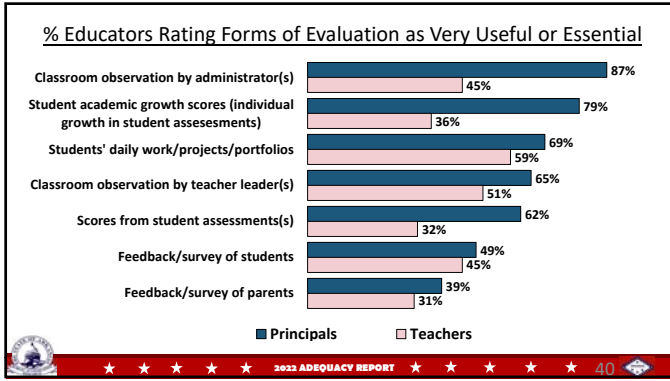
Metric	Principals	Teachers
Evaluating teachers fairly	56%	23%
Evaluating teachers consistently	51%	24%
Providing support to teachers	43%	15%
Improving teaching in your school	41%	18%
Promoting professional learning for teachers	41%	21%

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% Educators Agree or Strongly Agree with TESS Statements

Statement	Principals	Teachers
Rubrics for all teaching positions are available	86%	63%
TESS sets clear expectations	79%	47%
TESS is objective	73%	47%
TESS is treated as a continuous quality improvement tool, rather than a compliance piece at my school	65%	61%
Online system is user friendly	55%	25%
Process of compiling data and artifacts is easy	55%	64%
TESS helps morale	29%	50%

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Questions?

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