

Continuous Improvement Through Job-Embedded Professional Development



Education Committee
February 9, 2017



Through continuous, structured, job-embedded professional development, teachers will improve their instructional delivery, content knowledge, and use of data to differentiate and lesson plan, resulting in greater student engagement and achievement.

90 Day Transition Plan Findings



- Teachers need consistent, high-quality professional development (PD) focused on classroom instruction and additional professional development opportunities.
- Need to shift to a system of standards-based teaching and learning where instruction and curriculum is aligned to the PA Core Standards.
- Need to establish instructional non-negotiables and indicators for good instruction.

Key Findings: Professional Development

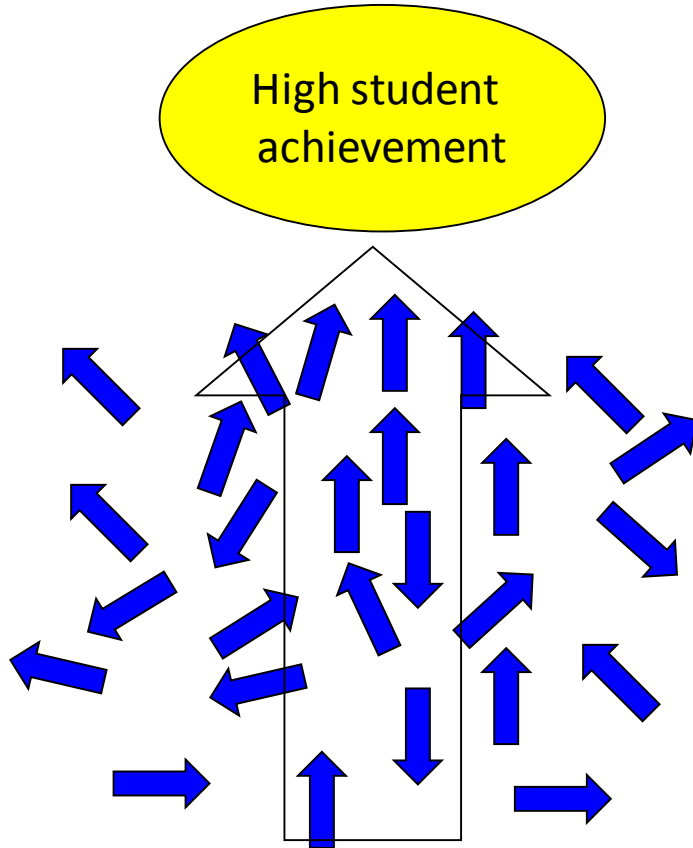
- District **PD not valued** by teachers and school-based staff.
- Three districtwide professional development days during the school year – a **low number** compared to other urban districts.
- **No system-wide planning time** for teachers districtwide.
- **Need to establish instructional non-negotiables** and indicators for good instruction.
- ITL2s have **both instructional coaching** and **teacher evaluation** responsibilities (in addition to teaching).

Key Recommendations: Professional Development

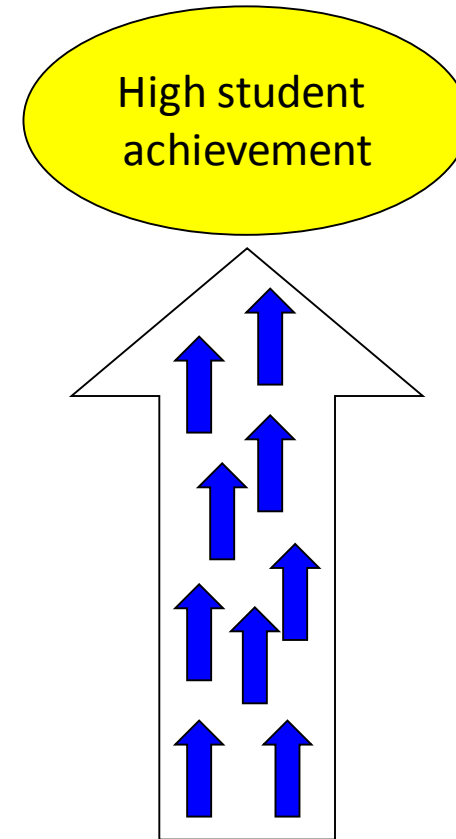
- Develop a **comprehensive PD plan** to build central office, principal and teacher capacity.
- Build and **provide consistent PD** around **rigorous content**, focused on implementation of literacy and mathematics framework.
- Develop a system of **professional learning communities (PLCs)** at every school.
- **Remove evaluative functions** of ITL2s to become **school-level content-based coaches** who **focus on instructional quality** rather than RISE implementation. Provide new coaches with **intensive content training** on supporting teachers in planning, reviewing student work, and data-driven instruction

Continuous Improvement Model

Random Acts of Improvement



Focused and Aligned Acts of Improvement



↑ = Programs

**DRAFT
Strategic Plan
Framework**

**Long Term
Outcomes**

- Increase proficiency in literacy for all students
- Increase proficiency in math for all students
- Ensure all students are equipped with skills to succeed in college, career and life
- Eliminate racial disparity in achievement levels of African American students

Strategic Theme #1
Create a positive and supportive school culture

- Objectives**
1. Ensure that the holistic needs of all students are met.
 2. Establish a shared commitment and collective responsibility for positive relationships with every student, family, and staff member
 3. Establish effective family and community partnerships in every school

- Strategic Initiatives**
- 1a. Establish a system-wide Multi-Tiered System of Support (MTSS) process, implemented through high-functioning Student Assistance Program (SAP) teams in every school
 - 1b. Embed elements of social-emotional learning into academic instruction
 - 1c. Develop individual student success plans for all students
 - 2a. Implement Positive Behavior Interventions and Supports (PBIS) with fidelity district-wide, ensuring that it is explicitly linked to restorative practices and promotes positive relationship building
 - 2b. Develop and communicate clear, consistent, and explicit expectations for interactions with students and families
 - 3a. Develop effective partnerships among schools, students, families, and community partners, utilizing a research-based framework, to intentionally structure collaboration for all students' success
 - 3b. Implement a tiered and phased community schools approach

Strategic Theme #2
Develop and implement a rigorous, aligned instructional system

- Objectives**
1. Establish a district-wide curriculum and assessment framework that is culturally inclusive and rigorous

- Strategic Initiatives**
- 1a. Develop and design a common curriculum framework
 - 1b. Develop a comprehensive assessment system aligned to grade-level expectations
 - 1c. Implement an instructional system with aligned resources

Strategic Theme #3
Provide relevant and timely instructional support for teachers and school-based staff

- Objectives**
1. Increase teacher knowledge around content, pedagogy, and cultural relevance to impact student outcomes through a cohesive and coherent system of instructional support

- Strategic Initiatives**
- 1a. Ensure that all professional development models follow research-based and culturally-relevant practices
 - 1b. Align instructional support efforts to ensure a collaboration between school administrators and district staff around the school's professional development focus
 - 1c. Provide differentiated instructional support that is based on data and deployed via school-based, district-wide, and online learning opportunities
 - 1d. Ensure that all supervisory and support staff who engage in instructional conversations with teachers receive differentiated learning opportunities to be effective in their roles

Strategic Theme #4
Foster a high-performance culture for all employees

- Objectives**
1. Ensure the district's staffing strategy results in attracting and retaining high performing staff across the district who hold high expectations for all students
 2. Enhance systems that promote shared accountability, high expectations, and continuous growth for all employees

- Strategic Initiatives**
- 1a. Develop and broaden teacher pipeline and recruitment efforts to yield a diverse, culturally competent and effective workforce
 - 1b. Develop a rigorous selection and hiring process that ensures the most effective workforce
 - 1c. Promote retention and reduce negative effect of turnover
 - 2a. Create comprehensive professional learning environments to both facilitate role-specific learning and to enable employees to grow and develop
 - 2b. Review and modify performance management systems to maximize impact on professional growth and student outcomes

**Phase 1: Launching
Now through June 2017**
**Phase 2: Launching in
2017-18**
**Phase 3: Launching in
2018-19**

Continuous Improvement Model



*Sources: W. Edward Deming,
Shewhart, and Florida DOE*

Increased Opportunities for PD and collaboration

- Changes to districtwide calendar
- Increases number of ½ days from 2 to 8
- Dual purpose district and school-based

Pittsburgh Public School District Calendar School Year 2017 - 2018

Commencing August 28* and 29**, 2017 and Concluding June 8, 2018*

Revised: 12/20/16

AUGUST/SEPTEMBER 2017						
S	M	T	W	TH	F	S
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OCTOBER 2017						
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DECEMBER 2017						
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JANUARY 2018						
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FEBRUARY 2018						
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MARCH 2018						
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APRIL 2018						
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MAY 2018						
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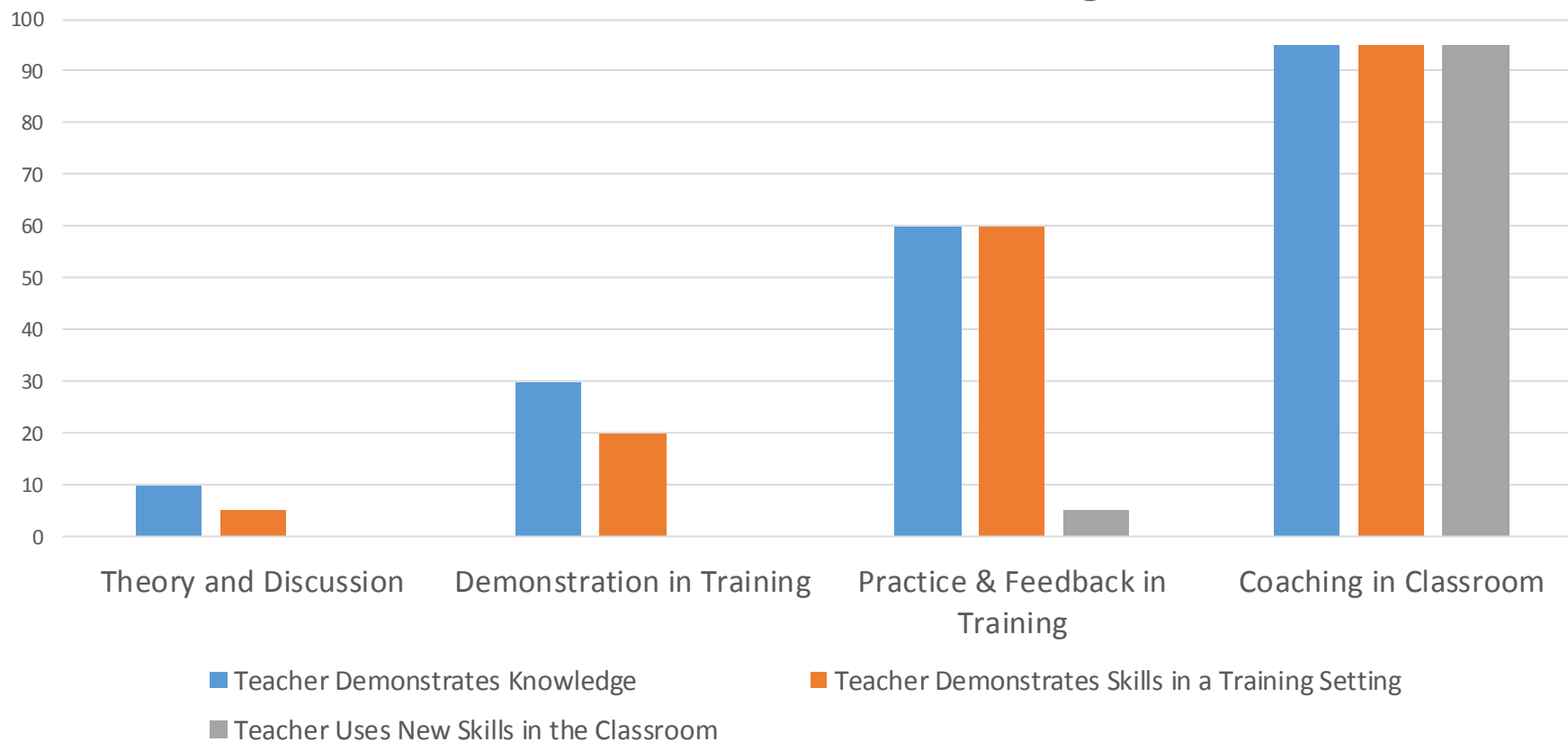
JUNE 2018						
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CALENDAR KEY
All Dates are Subject to Change

- 13** - Half School & Professional Development Day: 8/31/17, 10/31/17, 11/17/17, 12/18/17, 2/2/18, 2/23/18, 3/2/18, 3/23/18
- 17** - HOLIDAY SHARED date - School ONLY Vacation Days and/or makeups
- 20** - GSE/ENLURY SHARED date - All PES/Embargo/Vacation Days
- 1st Day** - **1st (All)** SHARED date - 1st day for Early Childhood grades 1st-8th, 9th, 12th, but spaced kindergarten through 12th grades 9/28/17
- 2nd Day** - **2nd (All)** SHARED date - 1st day of school August 28, 29, and 30, 2017
- 3rd Day** - **3rd (All)** SHARED date - 1st day of school for Early Childhood, grades 1st-12th, but spaced kindergarten through 12th grades 9/29/17
- 4th Day** - **4th (All)** SHARED date - 1st full day for ALL Kindergarten: 9/30/17
- Last Day** - **Last Day** SHARED date - Last day of school for all students: 6/7/18
- Snow Makeup Days** (if necessary) on June 8, 11, 12, 13, 2018. If the allotted 2 snow days are used, the school/district year will be extended based on the number of additional snow days taken, as make-up days.
- 28** - BLUE date - Official Membership Month/20th school day (9/28/17)
- 29** - BLUE date - Monthly Membership Date/End of School month (every 20 school days)
- T** - Paid Only Vacation Days (School based and all report - subject to change)
- EM** - 8/22/17 Closed (PS), 8/23/17 - Closed (PS, 8/24/17 - Closed (PS, 8/26/17 - School PD
- S** - Elementary and Middle only (K-5K 0/15/17 - 10/20/17
- S** - Secondary only (6-12/5-12/20/17 - 10/19/17
- S** - Report Card Distribution Dates - TBD
- S** - Interim Progress Report (IPR) Distribution Dates - TBD
- S** - Report Card/APP/CPD Date - TBD
- S** - High School Communications: 6/9/18 and 6/10/18
- S** - School Board Meetings (subject to change) - TBD 2018

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Teacher Outcomes After Various Training Methods



Six Pillars to Create Coaching for Impact

1

**System Vision
and
Commitment**



2

**Recruitment
and
Selectivity**



3

**Shared
Responsibility**



4

**Development
and
Support**



5

**Role Clarity,
Time,
and Culture**



6

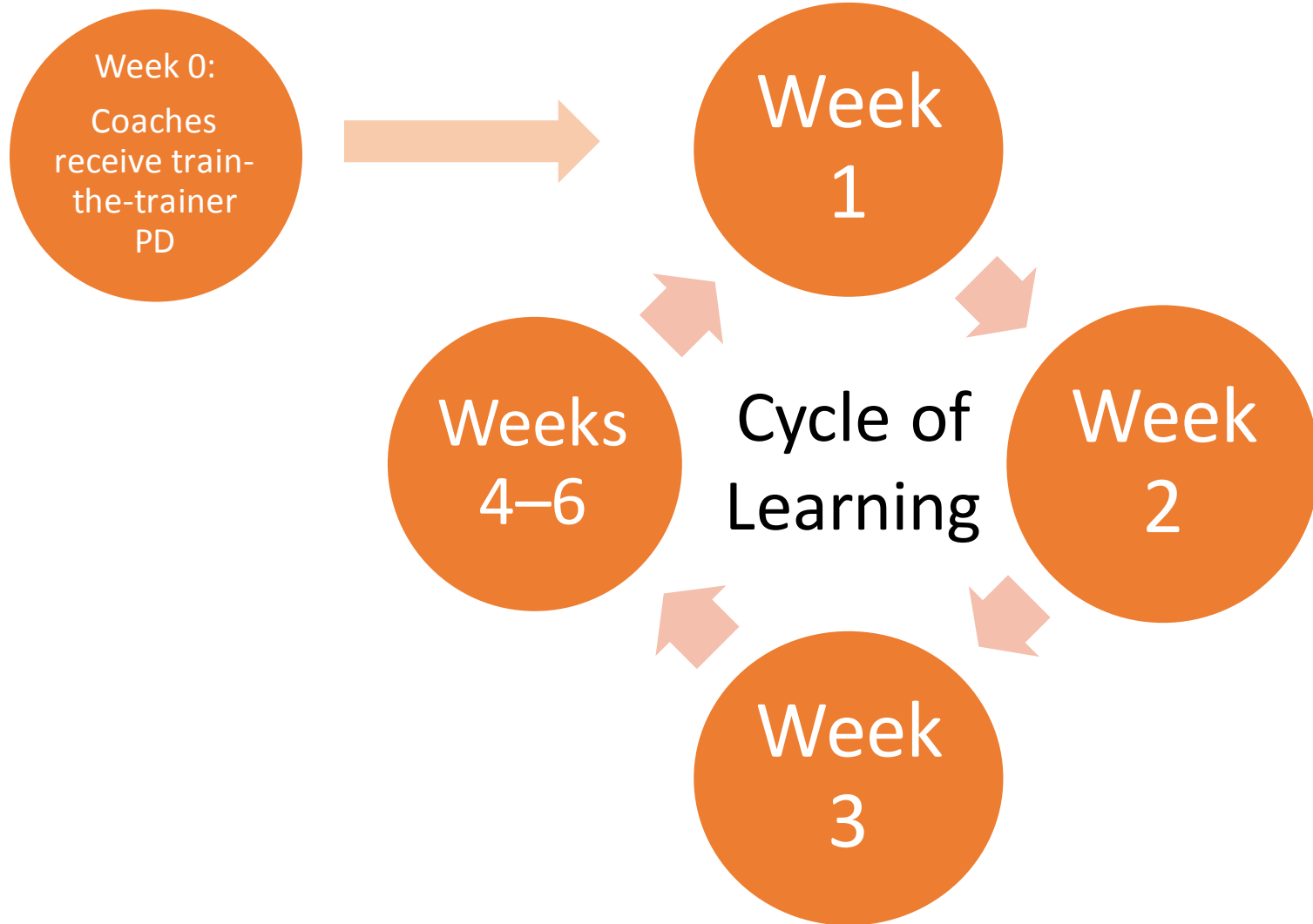
**Compensation
and
Sustainability**



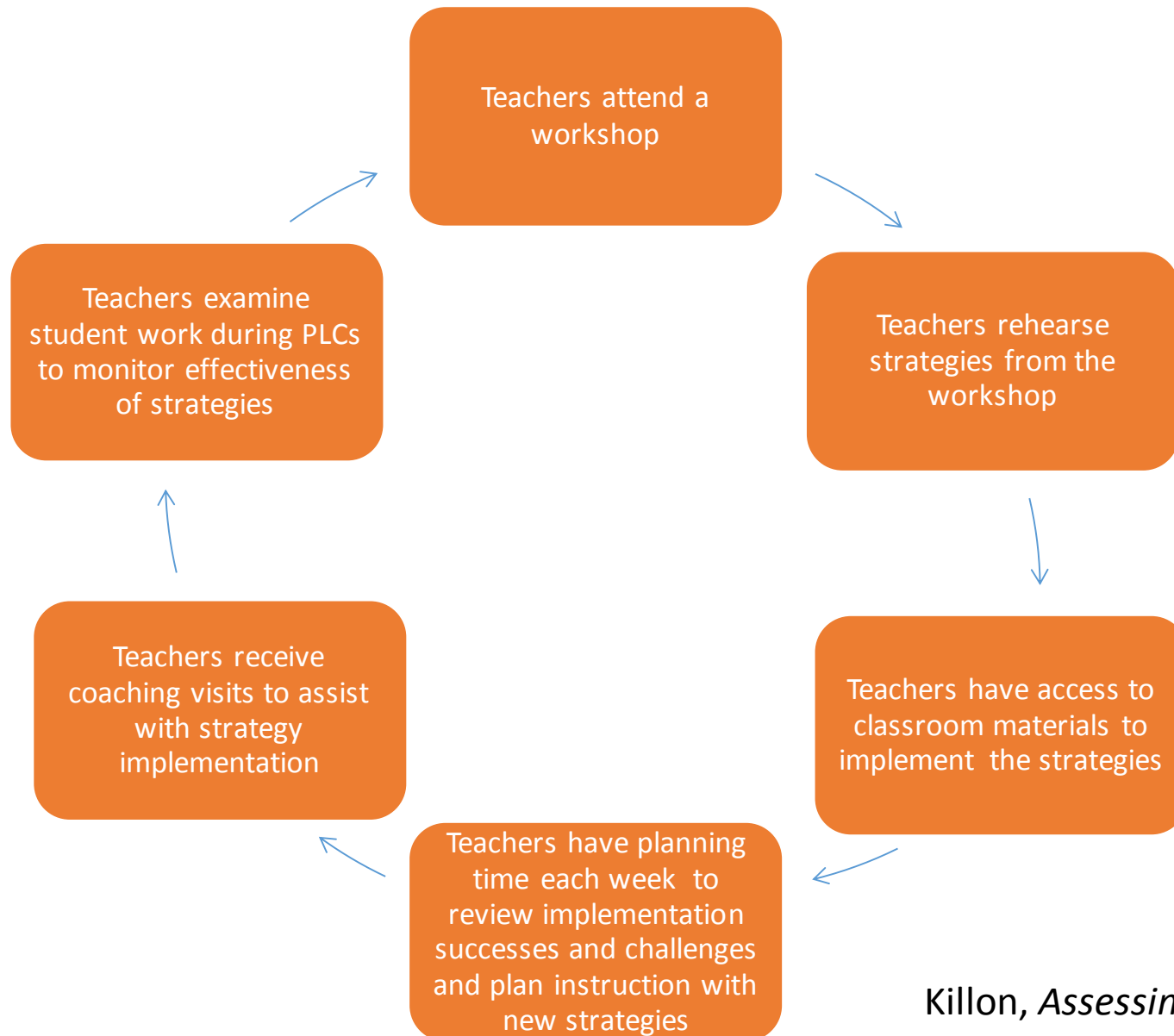
Benefits of Academic Coaching Role

- Creates two full-release positions to **deepen** and **narrow focus**, allowing **time for more tailored coaching**
- **Streamlines** current position to full time **content-specific expert**
- Increases opportunities for **modeling** and **co-teaching**
- Allows for **more content-specific training** during the regular school day

Instructional Coaching Framework: High Level



Instructional Coaching Framework: Detailed View

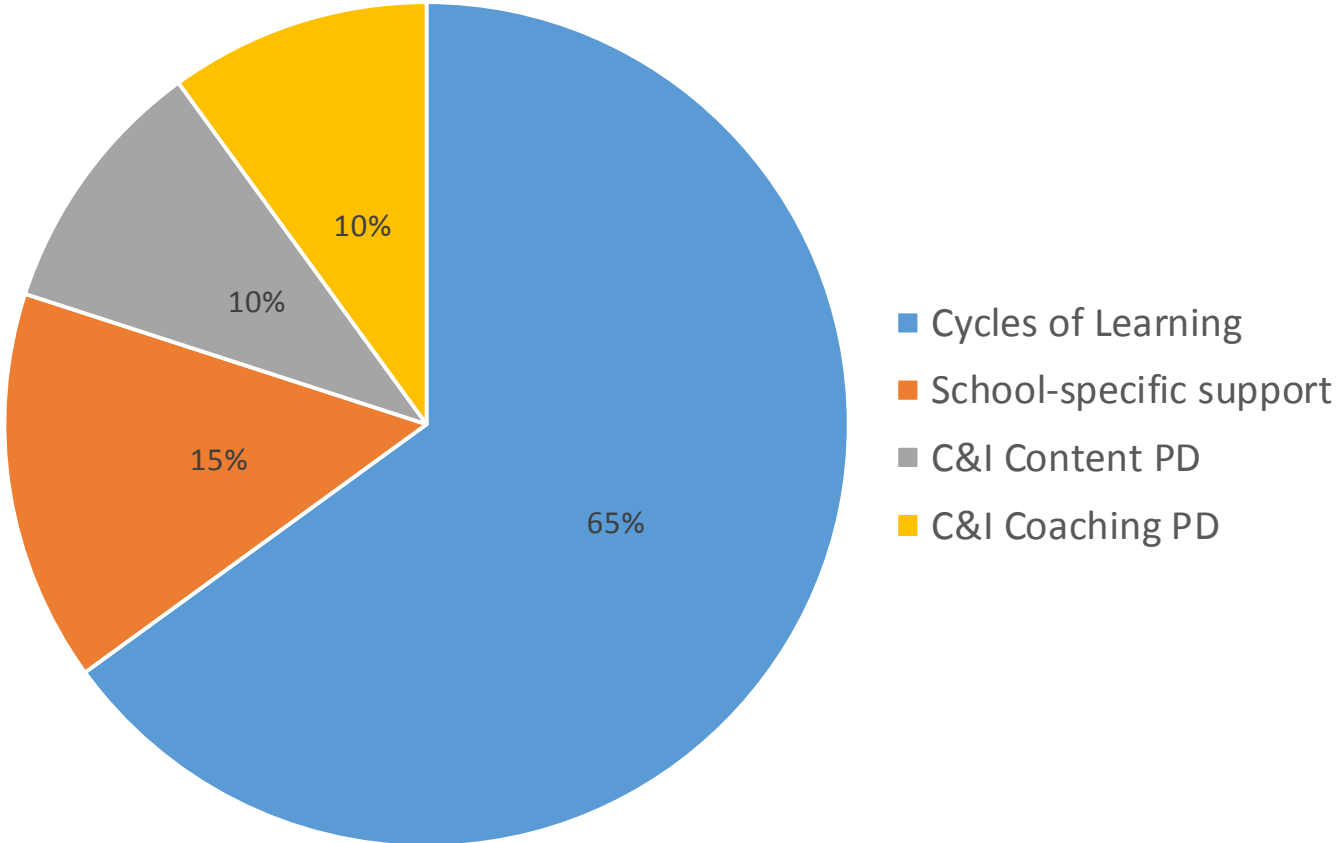


- 10 days
- Topics will include coaching methods, curricular resources, interventions and research-based best practices
- Will include time with school principal

Regular Responsibilities

- Lead learning cycles for teachers
- Support facilitation of PLCs
- Support grade level team meetings
- Lead professional development
- Observe and give feedback around content best practices
- Analyze student work
- Attend weekly professional development with other academic coaches

Literacy Academic Coaching Framework



Math Academic Coaching Framework

