**District Effectiveness Report**

### Professional Learning

**Executive Summary**

The Professional Learning department strives to support teachers and staff in continuous growth and improvement. The department staff consists of the Executive Director, Director and Coordinator, as well as the Director of the MISD/TAMUC Partnership.

Our **vision** for Professional Learning is :

*Every day, in every school, everyone is learning.*

Our **mission** is to create a learning culture that supports innovation, experimentation, and collaboration; engages teachers in daily planning, critiquing and problem solving; and deepens teachers' content knowledge while expanding and strengthening their instructional practice. We believe continuous learning and improvement, of this kind, will result in improved instruction and students will be the benefactors. In this effort, we work to increase the capacity of leaders to establish and sustain highly effective professional learning.

To this end, our district model for professional learning includes these key attributes:

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**Attributes of Effective Professional Learning Collaboration**

**Deep Learning**

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**Reflective Practice**

**Coaching**

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**Monitoring and Support**

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##### Achievements

* **Professional Learning Plans.** The Professional Learning department supports campuses in designing professional learning that aligns to the district PL model by meeting with each campus leader to discuss their yearly Professional Learning plan and providing feedback.
* **Excellence in Teaching Incentive Program (ETIP).** The Professional Learning department designed the ETIP coursework and trained 2 teaching cadres. The department is responsible for overseeing the classes, teaching and supporting the teaching cadre, and problem solving issues that arrive throughout implementation.
* **New Teacher Academy.** The Professional Learning department designed and implemented the MISD New Teacher Academy for all beginning teachers who are starting their first year in education. The Academy is a 2 year required course that provides ongoing support and learning for all MISD teachers with zero years of experience.
* **Instructional Specialists/Coaches.** The Professional Learning department provided ongoing support and learning for Instructional Specialists/Coaches through monthly professional learning and individual conferencing.
* **Texas A&M Commerce Partnerships.The** partnerships with Texas A&M Commerce continue to evolve and show positive impact for teachers, leaders and students.
* **National Presentation.** The Professional Learning department was honored to present about the Excellence in

Teaching Incentive Program at the National Learning Forward conference in 2017 and will be presenting this December 2018.

##### Challenges

* Teacher turnover is a barrier in sustaining the learning and desired change.
* Supporting new teachers with quality teacher mentors continues to be a struggle. Research shows the most effective mentors teach the same grade level or content as the new teacher. With high numbers of new hires each year, it is challenging to assign mentors in this way.
* Space at the PDC continues to challenge us with the addition of the Excellence in Teaching Incentive Program

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classes and the New Teacher Academy classes, and we are thankful for the promise of a new PDC in the Spring of 2020.

* + Transforming campus professional learning into collaboratively designed and led learning is a challenge. The

transition to authentic Professional Learning Communities and campus-wide learning differentiated by teacher need is a process and is a work in progress.

##### Professional Learning Goals

* + Support campus professional learning planning and implementation
	+ Strengthen support for new teachers by adding another year of support, providing an intentional curriculum delivered over the first 2 years
	+ Further develop teacher leaders
	+ Further develop campus leadership
	+ Increaseteacher retention
	+ Increaseprofessional learning opportunities for paraprofessionals
	+ Support the Curriculum and Instructiongoals
	+ Explore avenues to increase learning opportunities in the areas of the social emotional learner and equity.
	+ Align the work to the needs identified through analysis of district data
	+ Increase the variety of professional learning delivery options - face-to-face, blended, online

As we develop programs and evaluate existing programs, we use the National Standards for Professional Learning to guide our work. The Standards for Professional Learning indicate the following behaviors result in improved educator practice and student results.

* + Sustained and intensive professional learning for teachers related to student achievement.
	+ Collaborative approaches to professional learning promotes school change that extends beyond the individual classroom.
	+ Effective professional learning is intensive, ongoing, and connected to practice; focuses on teaching and learning

of specific academic content, is connected to other school initiative, and builds strong working relationships among

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teacher.

##### Professional Learning Programs

* + - **Instructional Specialists/Coaches Professional Learning.** Campus leadership continue to value people over programs as they work to improve instruction. Although we saw some reduction in the number of instructional specialists/coaches this year due to cuts in Title money, we have 86 teachers who devote a portion of the day or all day supporting teachers in improving their instruction through planning, modeling strategies, co-teaching, coaching and observation and feedback. Evaluations by principals and a survey of teachers indicate the instructional specialists/coaches are valued and are making a difference in the quality of instruction. The instructional specialists/coaches meet monthly for professional learning and to network, problem solve and research best practices. This year, instructional specialists/coaches chose professional learning communities, strategies to better teach students of poverty, and fostering creativity as their 3 areas of learning.

*Additional information* is *included at the end of the report.*

* + - **Teacher Leader Professional Learning.** Teacher are encouraged to step outside the classroom and lead at the campus level. Mesquite Leadership Academy (MLA), Teacher Instructional Leadership training (TILT), and Excellence in Teaching Incentive Program(ETIP) are 3 opportunities for teachers to learn about leading at the campus level. The focus for growing teacher leaders is the power of collaboration and team. Helping teachers develop skills to facilitate professional learning communities, content/grade level planning, and professional learning are emphasized. Additionally, one of the four ETIP masters classes will focus on leadership.
		- **Mesquite Administrative Interns.** The MISD Administrative Internship is a growing program, designed to prepare future campus leaders in our district. Beginning with school year 2017-2018, applicants who wish to apply for an assistant principal position, must have completed the MISD Internship. Last year we had 63 complete the classes. This year, we have 56 enrolled.
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The MISD Internship is a yearlong course, and participants have the option of taking the course for graduate credit through Texas A&M Commerce. The course is taught by MISD staff members and it is a requirement for those who wish to apply for an assistant principal job in the district. Participants become interns on campuses to learn about leadership responsibilities and gain experience in problem solving at the campus level. The Professional Learning department is the assigned TAMUC supervisor for those interns taking the internship for graduate credit. Currently, we have 92 campus administrators who participated in the MISD Administrative Internship, as well as many central office leaders who participated.

* + - **Assistant Principal Professional Learning.** Assistant principals have many professional learning opportunities extended to them. The district led Aspiring Principal Academy (APA), as well as the Region X Assistant Principal Academy, are two year-long learning venues. The district APA leads participants in examining and building their leadership skills through researching, interviewing and visiting other public school campuses. Other growth opportunities include monthly Instructional Leadership meetings, Ignite, and book studies. All new assistant principals meet monthly for the first year for support and learning and are assigned a mentor.
		- **Principal Professional Learning.** Principals are afforded many opportunities to develop further leadership skills and collaborate with their colleagues. The district provides learning through monthly Instructional Leadership meetings and cluster meetings. Other opportunities include Lead4ward, Engage2Learn, Ignite, Executive Director of Leadership Development support, Principal Academy and book studies. One on one coaching is available at any time from the EDLD's and the Professional Learning office. Additionally, many of our district level staff completed the MISD Internship.
		- **Pay for Knowledge Program.** The Pay for Knowledge program (PFK) was developed in 1992 with two main purposes:
1. an incentive for teachers/staff to participate in professional learning relevant to their jobs
2. a financial acknowledgement for the time teachers/staff spend outside the contract day to further learn and develop their skills.
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The classes offered must align to the district model for professional learning and to district curriculum, programming and initiatives. The Curriculum and Instruction department works closely with the Professional Learning department to provide learning that addresses teacher needs in regard to content and curriculum. Most classes center on helping teachers better understand their content to the depth required and growing teacher instructional skills to include research based best practices.

Classes fall into one of six general topics:

1. Affective Needs of Students
2. Instruction
3. Leadership
4. Classroom Management/Discipline
5. Special Populations
6. Technology

*Additional information* is *included at the end of this report.*

* + - **Excellence in Teaching Incentive Program.** The Excellence in Teaching Incentive program is a 2 year program, designed to build teacher capacity and recruit and retain quality teachers in the profession and in our district. ETIP provides opportunities for teachers to remain in the classroom while building a financial future and growing as instructional leaders at the classroom, campus and district level. Teachers participate in rigorous coursework focusing on pedagogy in the areas of differentiation, formative assessment, teaching students of poverty and preparing students for a global society. Each course is deeply rooted in collaboration around and implementationof the learning. Course rubrics guide ETIP teachers in setting goals and developing action steps in each of the courses.

During the Spring of 2016 the Professional Development department created the coursework for the program.

Between 2016 and 2018, the department trained 100 teachers to become the teaching cadres.. These teachers

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participated in all ETIP coursework in one year and participated in professional learning about how to present/facilitate learning for adult learners.

In the Fall of 2017, the first group of teachers, 300 teachers with representation from almost every school, started

ETIP. These teachers will complete the 2 years of coursework this spring 2019. An additional 200 teachers began ETIP this Fall and will complete in the spring of 2020. Each year, a new group of teachers will begin ETIP.

Now that the design work and training component are complete, the Professional Learning department is responsible for ensuring the system is running efficiently and effectively. Part of this is paperwork, and a large part is attending classes and providing feedback to presenters, as well as, handling participant questions and issues.

*Additional information* is *included at the end of this report.*

* **Field Based Masters Degree.** The Field Based Master's Degree, otherwise known as the Elementary and Secondary Master's Cohort, has been a longstanding partnership with Texas A&M Commerce. Many of those who serve as instructional specialists and campus leaders are graduates of the Field Based Master's program.

After 2 years without the program, the program will return Fall of 2019 as a component of ETIP. The Field Based Master's degree will be a part of ETIP for those teachers seeking a masters degree in Curriculum and Instruction at either the elementary or secondary level. These masters classes will be co- taught by district teachers who have a master's and/or doctoral degree and faculty from Texas A&M Commerce.

* **New Teacher Orientation.** New teacher orientation, MISD New Teacher Camp, is provided to all new professional employees of MISD. All teachers new to the district participate in professional learning, up to 4 days, related to district culture, professional ethics and instructional best practices. The schedule differentiates for learners based on content and/or grade level and each teacher's years of experience. The week following MISD New Teacher Camp, new hires and all returning teachers, experience from 5-7 days of professional learning at the district and campus level. Leadership teams, instructional specialists/coaches, and campus mentors assume the role of

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designing and implementing the professional learning plan and providing support and guidance. Evaluations for the MISD New Teacher Camp for this year indicate 98% of participants felt the learning was relevant and modeled best practices.

* **New Teacher Academy.** Teachers who are new to the profession will have the opportunity to receive ongoing support and learning from fellow teachers from across the district. These teachers meet monthly over the course of 2 years. Time is given to connect, debrief, and reflect with other first year teachers who are experiencing the same successes and challenges. Classroom environment, building relationships, effective instructional strategies, student engagement and motivation, teacher self-care, and classroom management are just a few of the topics covered throughout the sessions. During the 2017-18 school year, 230 new teachers completed the Academy. Currently, 205 new teachers are participating in 2018-2019 Academy.
* **New Teacher Mentoring.** Each teacher, new to the teaching profession, is provided a mentor assigned by the campus principal.The campus mentor program is facilitated by a campus mentor liaison. The liaison is paid a small annual stipend to oversee the support provided to new teachers at the campus level. Liaisons check in regularly with new teachers to ensure they are receiving the needed mentor support. Liaisons hold·regular meetings with new teachers to discuss campus-specific procedures, to reflect, and to provide encouragement to new teachers and their mentors. Materials and resources for these meetings are provided by the Professional Learning department.
* **T-TESS and T-PESS Appraisal Support** - The Professional Learning department provides support to campuses and departments in the appraisal of all professional employees. Through the T-TESS system, all classroom teachers are participating in an extensive goal setting process personalized to the teacher. An added component for the 2018-19 school year, includes a student growth measure. All campus-level administrators are appraised with the state recommended T-PESS system, which includes a professional practice and student growth goal. The professional learning department assists administrators with these processes by providing necessary training, procedures, and support throughout the year. In addition, the department provides assistance in developing

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intervention plans and documenting marginal employees.

* + **University Field Experience placements** - The Professional Learning department processes requests from university and alternative certification programs for observation experiences in our schools.
	+ **Intern Residency Program.** The Texas A&M Commerce Field Based Teacher Education Program is another partnership that allows students, who are seeking a degree with teacher certification, to gain classroom experience for two semesters under the guidance of a classroom mentor (MISD teacher) and a university liaison. Mesquite ISO was the first school district to partner with this program. Currently, the program consists of 25 interns and one resident. Dr. Susan Williams is the Center Coordinator and has two liaisons, formerly MISD teachers, who are part time faculty. Cannaday, Gentry, Henrie, Hodges, McKenzie, Motley, Rutherford, Seabourn and Wilkinson schools are currently the schools with the program. Interns and residents are responsible for attending all professional learning and training with their MISD mentors.The first semester, interns are in the field 2 days a week and spend 1 day a week in a seminar setting where they receive their coursework. During the resident semester, the resident is in the field every day, with the exception of eight seminar days. For the first time, MISD will have interns beginning in the spring semester and completing residency in the fall semester. Most intern/residents who participate are hired in our district.

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#### Effectiveness Indicators

**Instructional Specialists End of Year Survey 2016-2017**

This survey is administered every other year. The results published in this report is not inclusive of the entire survey.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Somewhat Agree | Disagree | Strong ly Disagree | **N/A** | Total | Weighted Average |
| I made specific changes in my planning as a result of my work with the instructional specialist/coach. | 32.8%122 | 34.68%129 | 15.59%58 | 7.8%29 | 5.11 %19 | 4.03%15 | 372 | 4.07 |
| I made specific changes in my teaching as a result of my work with the instructional specialist/coach. | 32.53%121 | 34.41%**128** | 14.78%55 | 8.6%32 | 5.91%22 | 3.76%14 | 372 | 4.07 |
| I learned practical instructional strategies as a result of my work with the instructional specialist / coach. | 36 .22%134 | 32.97%122 | 17.3%64 | 5.41%20 | 5.41%20 | 2.7%10 | 370 | 4.14 |
| I use new instructional strategies in my teaching as a result of the instructional | 34.77%129 | 35.04%130 | 15.36%57 | 7.55%**28** | 4.31%16 | 2.96%11 | 371 | 4.09 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| specialist/coach. |  |  |  |  |  |  |  |  |
|  |  | Strongly Agree | Agree | Somewhat Agree | Disagree | Strongly Disagree | N/A | Total | Weighted Average |
| I have gained new knowledge and skills from |  |  |  |  |  |  |  |  |
| attending the job embedded professional learning facilitated by the instructional | 30.91%115 | 36.29%135 | 15.05%56 | 7.26%27 | 5.91%22 | 4.57%17 | 372 | 4.08 |
| specialist/coach. |  |  |  |  |  |  |  |  |
| I know more strategies for dealing with a |  |  |  |  |  |  |  |  |
| wide range of student abilities as a result of my work with the instructional | 26.88%100 | 34.95%130 | 18.01%67 | 10.48%39 | 6.45%24 | 3.23%12 | 372 | 3.94 |
| specialist/coach. |  |  |  |  |  |  |  |  |
| My time with the instructional specialist/coach was time well spent. | 39.73%147 | 27.57%102 | 15.95%59 | 8.65%32 | 5.68%21 | 2.43%9 | 370 | 4.12 |
| If I had a choice, I would choose to participate in ongoing, small group professional learning. | 35.77%132 | 35.23%130 | 17.62%65 | 5.69%21 | 2.17%8 | 3.52%13 | 369 | 4.09 |
| If I had a choice, I would choose professional |  |  |  |  |  |  |  |  |
| learning embedded during the school day as opposed to professional learning after the | 41.4%154 | 27.69%103 | 16.4%61 | 8.33%31 | 3.49%13 | 2.69%10 | 372 | 4.12 |
| school day. |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Unproductive | Unfocused | Strong Instructional Knowledge & Skills | Honest and Consistent Communication | Productive | Task Oriented | Poor Instructional Knowledge and Skills | Less than Honest and Consistent Communication |
| Which best describes |  |  |  |  |  |  |  |  |
| your feelings about the role of the instructional specialist/coach? Mark | 12.35%40 | 5.56%18 | 67.90%220 | 66.05%214 | 66.98%217 | 66.05%214 | 6.17%20 | 7.72%25 |
| all that apply. |  |  |  |  |  |  |  |  |

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| Please indicate whether these activities, as facilitated by the Instructional Specialist/ Coach , supported teacher growth and student success. If you did not experience the activity choose NA. | Yes | No | NA | Total |
| Discussing about how I teach and results I get | 74.84% | 8.6% | 16.56% | 314 |
|  | 235 | 27 | 52 |  |
| Observing other teachers to examine instructional approaches | 48.41% | 12.42% | 39.17% | 314 |
|  | 152 | 39 | 123 |  |
| Designing lessons to meet the needs of all my students | 71.97% | 10.51% | 17.52% | 314 |
|  | 226 | 33 | 55 |  |
| Examining my lesson for what worked and didn't work | 62.1% | 12.74% | 25.16% | 314 |
|  | 195 | 40 | 79 |  |
| Reviewing curriculum | 78.59% | 7.35% | 14.06% | 313 |
|  | 246 | 23 | 44 |  |
| Reviewing curriculum across grade levels | 61.54% | 12.5% | 25.96% | 312 |
|  | 192 | 39 | 81 |  |
| Sharing articles and other professional resources and discussing | 67 .2% | 11.78% | 21.02% | 314 |
|  | 211 | 37 | 66 |  |

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#  District Effectiveness Report

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| --- | --- | --- | --- | --- |
| Please indicate whether these activities, as facilitated by the Instructional Specialist/Coach, supported teacher growth and student success. If you did not experience the activity choose NA. | Yes | No | NA | Total |
| Brainstorming ideas for particular students and/or topics | 84 .35%264 | 7.03%22 | 8.63%27 | 313 |
| Visiting other schools to examine instructional approaches | 23.96% | 17.57% | 58.47% | 313 |
|  | 75 | 55 | 183 |  |
| Examining student work collaboratively to better understand | 56.87% | 12.14% | 30.99% | 313 |
| student strengths and weaknesses | 178 | 38 | 97 |  |
| Helping with the implementation of new strategies learned | 73.16% | 8.31% | 18.53% | 313 |
|  | 229 | 26 | 58 |  |
| Providing moral support and encouragement as new ideas were | 80.25% | 8.6% | 11.15% | 314 |
| tried | 252 | 27 | 35 |  |
| Observing the | Instructi onal Specialist/Coach model effective | 47.92% | 13.42% | 38.66% | 313 |
| instruction |  | 150 | 42 | 121 |  |
| Co-teaching with the Instructional Specialist/Coach | 35.67% | 16.56% | 47.77% | 314 |
|  | 112 | 52 | 150 |  |

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# *- /?:* District Effectiveness Report

### Effectiveness Indicators

**ETIP Participant Evaluation**

**2017-2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I feel well prepared and competent to apply | 68.54% | 29.21% | 1.12% | 1.12% |
| content learned in the differentiation course. | 61 | 26 | 1 | 1 |

*At this time, Differentiation and Formative Assessment are the only core courses completed by £TIP participants.*

Differentiation and Formative Assessment

Coursework (year one)

Strongly

Agree

Agree

Somewhat

Agree

Disagree

N/A Total

0

89

I feel well prepared and competent to apply content learned in the formative assessment

course.

53.93%

48

39.33%

35

5.62%

5

1.12%

1

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# District Effectiveness Report

**Effectiveness Indicators**

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## Professi onal Growth Hours - Pay for Knowledge PGH/PFK

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*These numbers reflect the hours professional staff attended PFK. These numbers do not include ETIP or New Teacher Academy, both of which began Fall of 2017.*

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# $ District Effectiveness Report

### Cost of Program

The 2017-2018 and 2016-2017 program costs for Professional Learning are:

|  |  |  |
| --- | --- | --- |
|  | 2017-2018 | 2016-2017 |
| Instructional Specialists | 0 | 0 |
| Pay For Knowledge | $208,229.00 | $223,678.00 |
| New Teacher Orientation (August) | $377,605.10 | $287,616.34 |
| Mentors | $18,300.00 | $18,300.00 |
| Catering | $12,433.38 | $14,966.68 |
| Salaries(Executive Director, Director,Coordinator, | $382,180.00 | $288,187.00 |
| Admin Assistants), Director of Partnership |  |  |

ETIP Presenter and Teacher Pay/Classroom $31,472.34 $5,337.40 Scholar

New Teacher Academy- Books, Presenter, PFK $ 7,633.65 $190.35

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##### Vision for the Future

* + Support professional learning communities and other job embedded, intensive and standards based learning
	+ Continue to educate our leadership teams regarding learning designs that have the most impact on teacher practice such as lesson study, analyzing student work collaboratively, videoing and reflecting on lessons, and designing lessons and assessments together ·
	+ Strengthen the culture and context to support teachers working as high functioning teams.
	+ Develop alternate professional learning designs for teacher and leadership development

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