Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

How To Create Educator-Lead PD Within Your District for All Educator Staff

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COMPETENCY: Leading Our Profession

• NEA Leadership Competency progression level
  - Level 1: Foundational

• NEA Leadership Competency themes
  - Supports professional excellence and builds capacity for continual improvement and learning to ensure the success of all students.
  - Recognizes and promotes the association’s role in improving the learning of all students.
  - Advocates for policies and strategies that positively impact our profession and the learning of all students.
  - Analyzes and applies research to determine the potential impact on our professions and the learning of all students.
NEA Strategic Goal and NEA Organizational Priority:

• NEA Strategic Goal
  - Amplify the voices of all educators, support our members’ professional growth
  - Securing a pro-public education environment for students, educators, and families

• NEA Organizational Priorities
  - My School, My Voice
  - Supporting Professional Excellence
Collective Teacher Efficacy - *What is it?*

“Collective efficacy in a school is the perceptions of educators that the faculty as a whole can execute courses of action required to positively affect student achievement...”

*In other words, the school sees itself as an effective agent of change in the lives of its students.*
What does research tell us about its impact on student achievement?

- Student achievement is significantly and positively related to collective efficacy.
- Collective efficacy has a greater effect on student achievement than does student socioeconomic status.
- One unit increase in a school’s collective teacher efficacy scale score is associated with
  - 8.62 point average gain in student mathematics achievement
  - 8.49 point average gain in reading achievement
“...collective efficacy is the key organizational variable in facilitating student achievement... it will have the strongest independent influence on achievement.”

Smith, Hoy, & Sweetland, 2001
“...there is a strong reason to lead schools in a direction that will systematically develop teacher efficacy; such efforts may indeed be rewarded with continuous growth in not only collective teacher efficacy but also student achievement.”

Goddard, Hoy & Woolfolk Hoy, 2000
What does research tell us about how to improve efficacy?

“...once established, the collective efficacy of a school is a relatively stable property that requires effort to change.”

• How to impact efficacy beliefs
  - Mastery experience
  - Vicarious experience
What does research tell leaders about how to improve efficacy?

1. **Mastery Experience**
   a. create situations in which teachers can succeed with students
   b. action research projects

1. **Vicarious Experience**
   a. Role models to demonstrate how skills are applied to achieve successful outcomes
   b. ongoing discussions with colleagues
      i. success - what works
      ii. what doesn’t work
      iii. What changes would you make
Minnesota’s Quality Compensation (Q Comp) Law

- Voluntary Program - districts, schools, and charter schools must apply
- Provides $260 per pupil for designated purposes (for St. Francis about 7% increase in money available for teacher salaries)
- Provides for a four-year contract or MOU
- Five components -
  - Career ladder for teachers
  - Job embedded staff development
  - Teacher evaluation (observation) system
  - Performance pay (standardized test bonus)
  - Reformed steps & lanes
Student Performance Improvement Program: Key Understandings

1. Increased funding placed on salary schedule
   a. Beginning salary increased by 20%
   b. Years to top reduced - now 8 to 18 years
   c. Enhanced retirement incentive

1. Teacher advancement - positive annual reviews

1. Teacher reviews completed by a team that includes the teacher, two peers, and an administrator
   a. observations
   b. Teacher-generated evidence of improved student performance
Student Performance Improvement Program: Key Understandings

4. Salary increases:
   a. Annual cost-of-living increases as negotiated
   b. Performance increases come after each three years of positive annual reviews
   c. Completion of mentor training & attaining a Master’s degree
   d. 20% of staff leadership roles - receive stipends & expedited movement through schedule

4. Site goals/standardized tests = individual awards

4. Probationary and underperforming teachers subject to Professional Standards Evaluation System (only admin conduct observations)
How to begin the conversation

History

• Student scores were slipping or reaching a plateau
• Pay freezes
• Recruitment and retention

Tips

• Do your research- know your numbers
• Find a common goal with district
  • Retention of teachers
  • Mentorship
  • Retention of students
  • AP Training to offer classes at HS
Timeline

Summer/Fall: Complete at least 12 hours of PD
September-December: Conduct an Initial PRT Meeting
September - January 31: Complete 1st observation
November 1 - March 29: Complete 2nd observation
December 3 - April 30: Complete 3rd observation
April 1 - June 30: Conduct final PRT Meeting

*PRT: Peer Review Team
Student Performance Improvement Plan Question Tree: INITIAL Performance Review Team

**Professional development choice:** What is the focus of your professional development?

**Goal alignment:** How will your Student Performance Improvement Plan (SPIP) align with the goals of the district, site and/or PLC?

**Impact on student achievement:** How will your SPIP impact student achievement?

**Licensed staff growth and learning:** How will your SPIP impact your own learning and growth?

Does the discussion and explanation satisfy the team that the SPIP is acceptable?

**Yes**
- Peer Leader(s) record ESG statement of intent on SPIP form.

**No**
- Staff/Team make suggestions and/or revisions to make statement acceptable.

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To be considered “Fully Engaged in embedding new professional learning in work with students”, the licensed staff must discuss evidence of an extended study (6 to 30 weeks) of changes in student performance. Evidence includes data, as well as other forms of reporting.

These links will provide examples of acceptable means of collecting this required data.

- Evidence of Student Growth Protocol
- Great 8 Ways to Demonstrate Evidence of Student Growth
- MTSS Manual Schoolwide Benchmarking page 11
Student Performance Improvement Plan Question Tree: FINAL Performance Review Team

What did we expect our students to learn? (Goals/Expectations/Standards)

How did we respond if they already knew it? (Enrichment/Extension)

How did we know they were learning? (Assessment)

How did we respond when they didn’t learn? (Intervention)

Teachers, administrators, peer leaders, and specialists who are not members of an individual’s PRT will step out of the room. Each PRT will convene individually.

Does the presentation of data and the explanation of implementing professional learning in work with students satisfy the team that growth and reflective practice have been embedded in the job role of this staff member?

- Yes
  - Team proceeds
- No
  - Staff member rated “Partially Engaged;” team continues process to complete SPIP form

Choose professional development option for following year:
The staff member will explain how their choice for professional development aligns with PLC, site, or district goals.

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Professional Development Offerings

Academy Classes

- Foundations (Gen Ed and SPED)
- Managing Anti Social Behaviors
- Assessments and Data
- Reading
- Writing
- Math
- Technology Integration
Academy Study Group

EXAMPLES:

● Social Studies
  ○ Indian Education request to see alignment with state standards

● Math
  ○ Adoption of new curriculum
Self Created Study Group

EXAMPLE

• Social Studies
  • 6th grade
    • standards/benchmarks
    • common assessments
      • formative
      • summative

• Trauma Informed Schools
  • Impact on Students
  • Impact on Staff
Individual Plan

- Tech/Manufacturing
  - Business design
  - Metal fabrication shop
    - Customer to finished product
- AP (Advanced Placement) Training
  - Certification
  - Study group the following year to support transition
- LA/Growth Mindset
  - 11th and 12th grade LA: students have already failed class but need it to graduate
  - Use of growth mindset strategies to show student success
Educator Input

• Weekly Meetings of the PD Coordination Team
• Monthly Meetings at each site
• Feedback at the end of each academy class
• Yearly Survey
Meeting Educator’s Needs

Offering a variety of options each year allows educators to choose what PD will best meet their need to impact students. Offerings within the structure change depending on the need.

- Academy Class
- Academy Study Group
- Self Created Study Groups
  - Initiatives - changes each year to meet the district’s needs for support in initiative areas
  - Content Specific
- Individual Plan
Trainers

- Train the trainer model
- AFT Training in Baltimore
- OTL send people to local training if not offered through AFT
- Intern for a year prior to leading the class/study group
- Leadership training within district in the spring and in the fall
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<th>Teacher Level</th>
<th>BA</th>
<th>MA Salary</th>
<th>Goals/Reviews</th>
<th>Duty Days</th>
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Session Outcomes

The content from this session can be used in the following ways in your current position/role:

• Outcome #1: Identify components of a successful program
• Outcome #2: Know how to get started: Training for Educators in your school district
• Outcome #3: Learn how to bring the training back to your district
• Outcome #4: Know how to Grow your own training program
• Outcome #5: Understand how to shifting the mindset of district provided professional development
These “conclusions are powerful ones that offer great hope to schools struggling to increase student achievement and overcome the association between socioeconomic status and achievement.”

Goddard, Hoy, & Woolfold Hoy, 2000
Contact Information

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