AURORA INSTITUTE

WEBINAR

Measuring Personalized Professional Learning: A Three-Year Study of What Works Best, For Whom, Under What Conditions, and Why

September 15, 2020

Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope you have for this school year.
- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.
- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

Measuring Personalized Professional Learning: A Three-Year Study of What Works Best, For Whom, Under What Conditions, and Why

September 15, 2020

Dr. Beth Holland
Amalia Lopez

http://bit.ly/AuroraWebinar2020

Lindsay, CA

The Lindsay Unified Performance Based System

- A **personalized, competency-based, learner-centered** approach to learning

Timeline of Lindsay's Model

- Learners work at their **performance level** and advance through the curriculum when they have demonstrated mastery
- Varies the **pace and path of learning**
- Utilizes **academic data** to determine learner needs

All learners can learn.

Learners acquire knowledge in different ways and time frames.

Successful learning breeds continued success, which influences esteem, attitude, and motivation.

What the Literature Says

- Research base for personalized learning remains sparse
- Research on professional learning often studies efficacy of technologies
- Even as more emerge, very few connect professional learning to learner achievement or perception

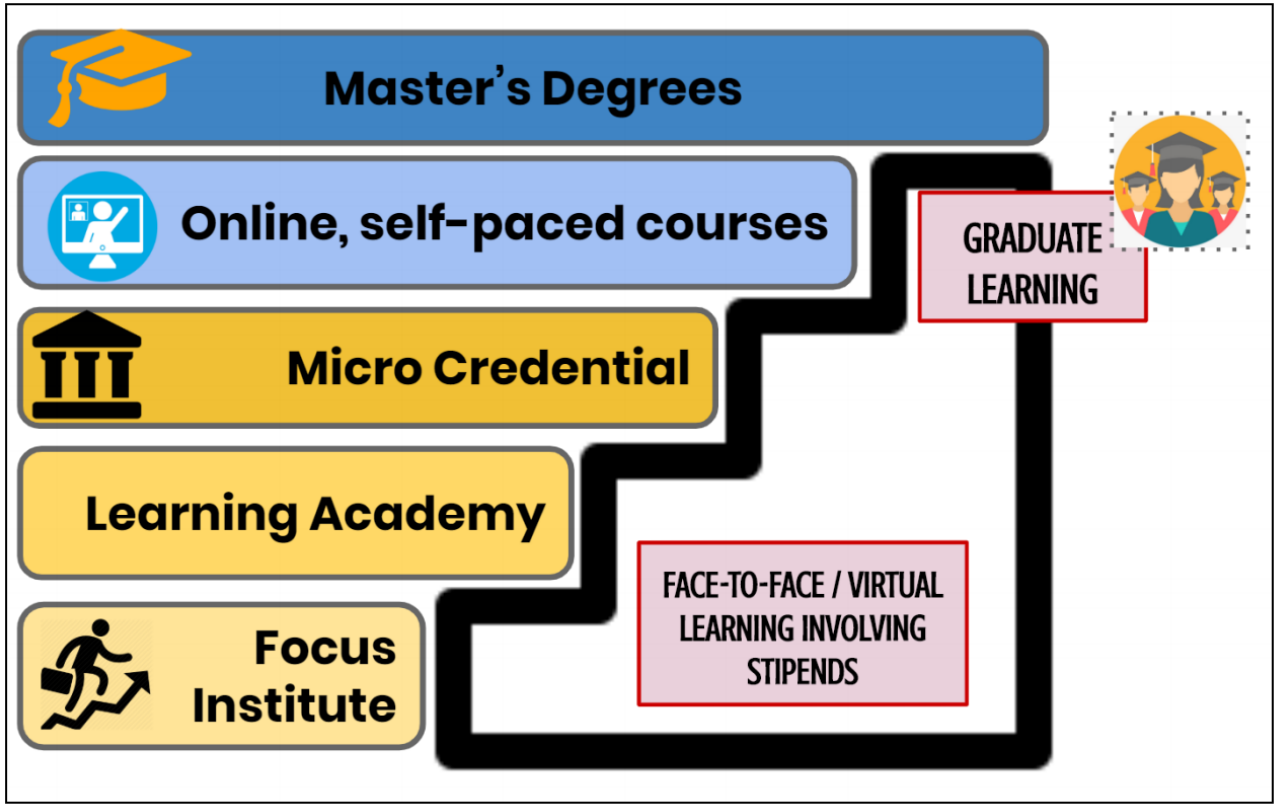
Teacher School Leader Grant (TSL)

Human Capital Management System

Conditions for Professional Learning

- Mindset of of “we are all learners”
- Create pathways of choice in professional learning
- Menu of options that vary in depth, duration, and demonstrations of learning
- Foster the same mindset of mastery in our educators that we build in learners
- Connect professional learning to learner achievement and mastery

Scope of Professional Learning Opportunities (PLOs)



District Goals

- Create local context research
- Inform the field of personalized learning
- Inform development of effective educators
- Ensure the learning and growth make it to the learners
- Pivot, sustain, expand

Participant Poll

- Open up a browser window at:
- pollev.com/amalialopez778

Keep this browser window open! You will refresh each time we present a new poll!

How do you define successful professional learning?

What measures of student success do you look to?

Driving Questions

- What professional learning was equating to measurable learner growth?
- What impact was this professional learning having on educator development?
- Could we build pathways of professional learning that replicated proven effects?

Research Partnership and Initial Publications

Initial Research Scope

GUIDED READING

AUG. 2019

Grades K-8 Analysis

Was Guided Reading professional learning initiative effective in achieving the desired outcomes?

BETTER LESSON & PBL

NOV. 2019.

Analysis of Impact on ELA, Math, History, and Science

Was participation in professional learning opportunities that foster motivating learning opportunities positively related to learner outcomes?

INSTRUCTIONAL LOOK FORS

JAN. 2020

Construct Validity and Reliability

Are the Instructional Look Fors a valid tool to correlate professional learning and student achievement?

INSTRUCTIONAL LOOK FORS

JUNE 2020

Perceptions of Learner Behaviors and Actions During Personalized, Remote Learning

What learner actions did learning facilitators report observing in a remote environment?

“Which professional learning pathways or combinations are most powerful for increasing learner growth?”

Underlying Assumption: *Quality Professional Learning Positively Affects Learner Achievement*

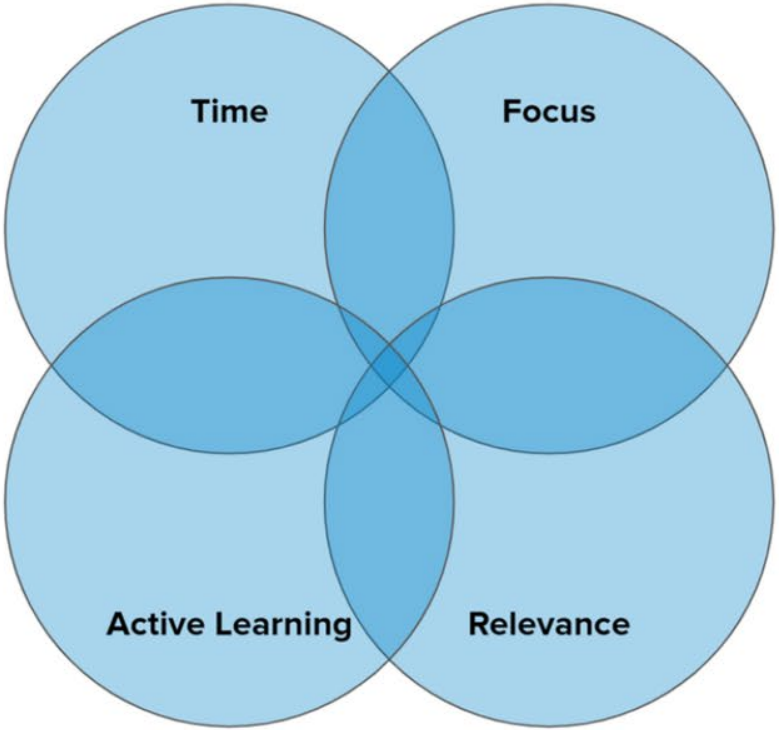
Time: Researchers linked longer durations over extended periods of time with teacher improvement

Focus: Professional development that focused on specific content areas or skills had a greater likelihood of translating into practice

Active Learning: Teachers needed opportunities to engage in hands-on learning such as lesson-planning and direct observation

Relevance: Professional learning that directly related to daily practice also resulted in improved classroom performance

When you think of the professional learning in your district, how might you categorize it?



TLA Research Timeline

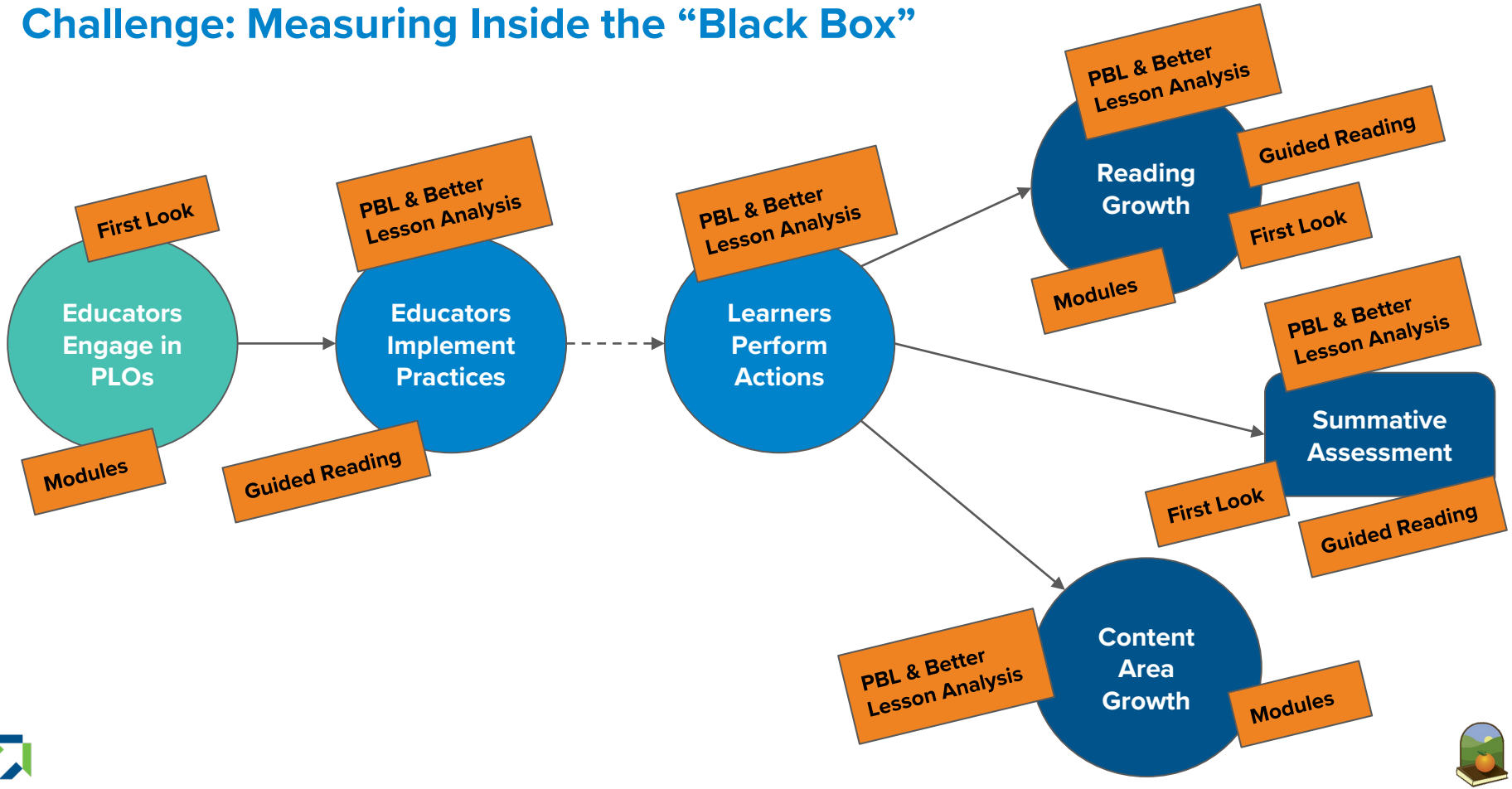
Analysis #1
Focused on a specific instructional strategy, examined its effects on educator actions and learner reading outcomes

Analysis #2
Compared two motivational learning opportunities to determine whether they resulted in specific educator actions as well as learner growth across content areas

Analysis #3
Using data from the first two years of the grant, conducted a cluster analysis to identify patterns of behavior and then compare their effects on learner outcomes

Analysis #4
Based on findings from the previous analysis, now examining the effects of combinations of professional learning on learner growth across all three grant years, all content levels, and all content areas

Challenge: Measuring Inside the “Black Box”



Which professional learning pathways or combinations are most powerful for increasing learner growth?

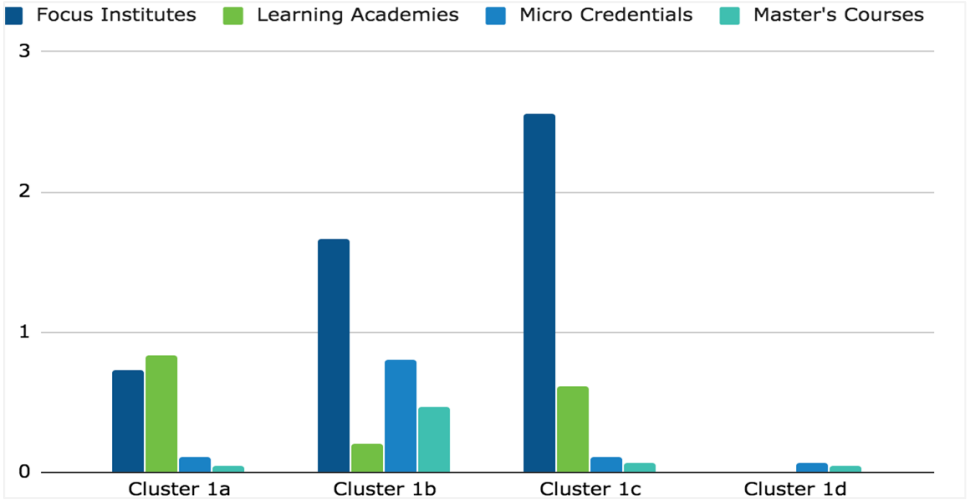
How did engaging in different types of professional learning opportunities (i.e., Focus Institute, Learning Academy, Micro Credential, Site-Based Academy, Master's Course, or TIE Online Course) affect learner outcomes?

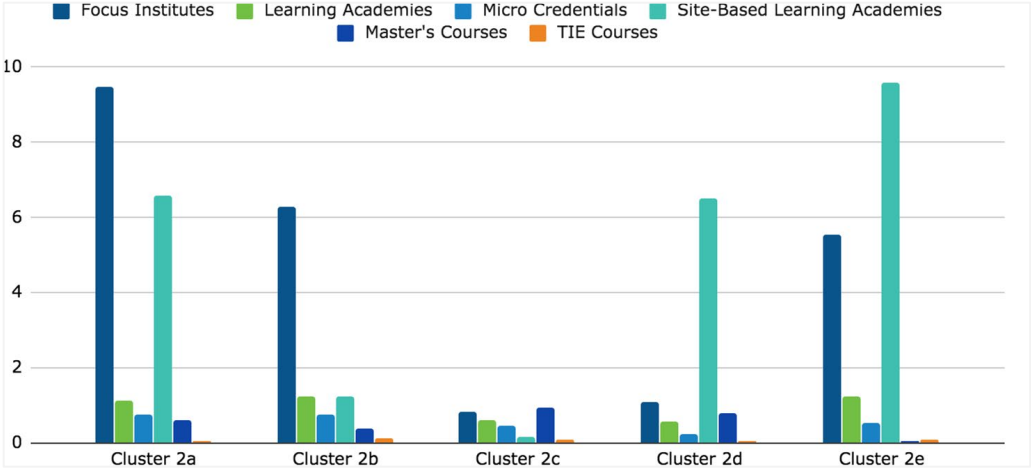
Which clusters of professional learning opportunities emerged in terms of the combinations by type and in terms of duration (measured in hours)?

Which combinations of professional learning – both in terms of type and duration – had the greatest effect on learner achievement as measured by the various learner assessments, and which combinations had the greatest effect within the English Learner population?

K-Means Cluster Analysis by Type

Clusters varied in terms of size, composition of educators by age group (primary vs. secondary), and numbers of different opportunities completed.





K-Means Cluster Analysis by Duration

Duration was correlated with professional learning opportunity type (e.g., Master's Course vs. Focus Institute).

Time was cumulative.

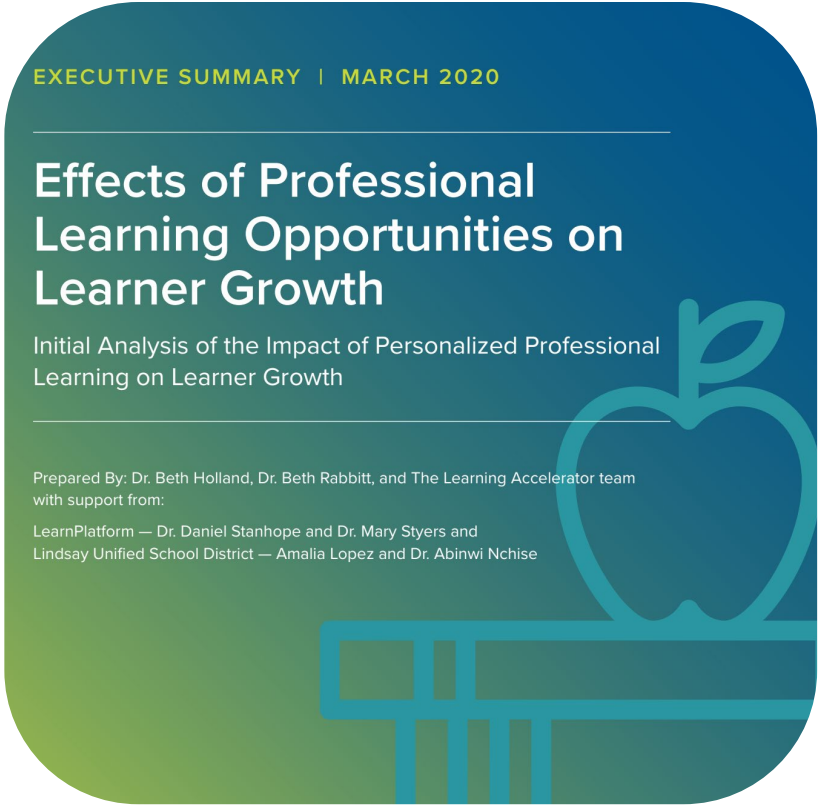
	K-2 # (%)	3-5 # (%)	6-8 # (%)	9-12 # (%)	Mean Duration (SD)	Total Hours Completed
High (*n* = 14)	1 (7.1%)	5 (35.7%)	5 (35.7%)	3 (21.4%)	167.6 (21.4)	2,346
Moderately High (*n* = 34)	9 (26.5%)	8 (23.5%)	8 (23.5%)	9 (26.5%)	52.1 (10.2)	1,770
Moderately Low (*n* = 45)	21 (46.7%)	10 (22.2%)	6 (13.3%)	8 (17.8%)	29.3 (5.9)	1,320
Low (*n* =56)	14 (25.0%)	10 (17.9%)	12 (21.4%)	20 (35.7%)	2.9 (4.6)	162

	K-2 # (%)	3-5 # (%)	6-8 # (%)	9-12 # (%)	Mean Duration (SD)	Total Hours Completed
High (*n* = 18)	1 (5.6%)	6 (33.3%)	5 (27.8%)	6 (33.3%)	757.6 (158.9)	13,673.3
Moderately High (*n* = 14)	2 (14.3%)	5 (35.7%)	3 (21.4%)	4 (28.6%)	267.4 (78.9)	3,743.6
Moderate (n=45)	20 (44.4%)	12 (26.7%)	10 (22.2%	3 (6.7%)	136.8 (24.0)	6,157.9
Moderately Low (*n* = 41)	17 (41.5%)	7 (17.1%)	6 (14.6%)	11 (26.8%)	78.3 (16.4)	3,211.8
Low (*n* =29)	4 (13.8%)	5 (17.2%)	8 (27.6%)	12 (41.4%)	13.4 (14.2)	387.2

Consider what you know about the research. What new wonderings, questions, or ahas do you have?

Findings Preview

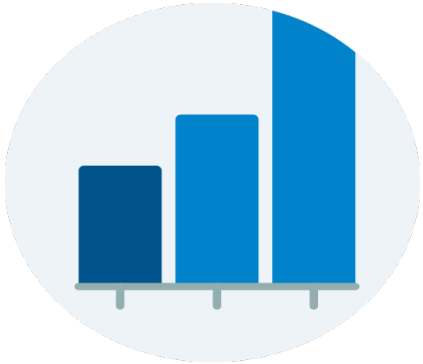
- Executive Summary
- Go to pages 9, 10, and 11
- Skim the findings



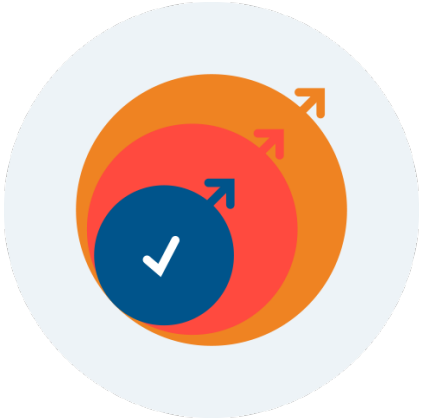
Finding #1: The Need for Multiple Types of High-Quality Professional Learning

An analysis of the end-of-year scores on both formative reading assessments as well as summative assessments in ELA and math revealed that no single type of professional learning – examined in isolation – had a considerable impact.

Educators engaged in more than one type of professional learning.



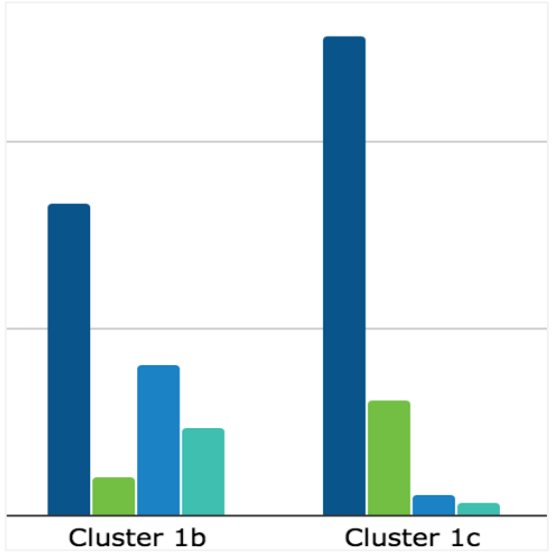
All professional learning adhered to at least one principle of quality.

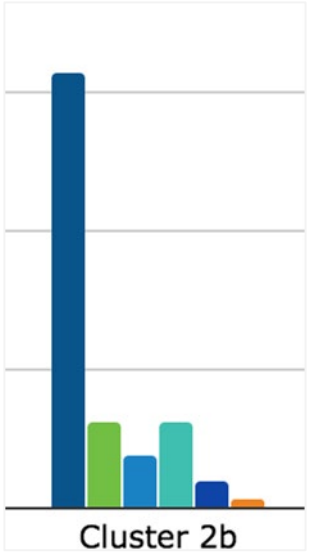


Finding #2: The Need for Breadth and Depth

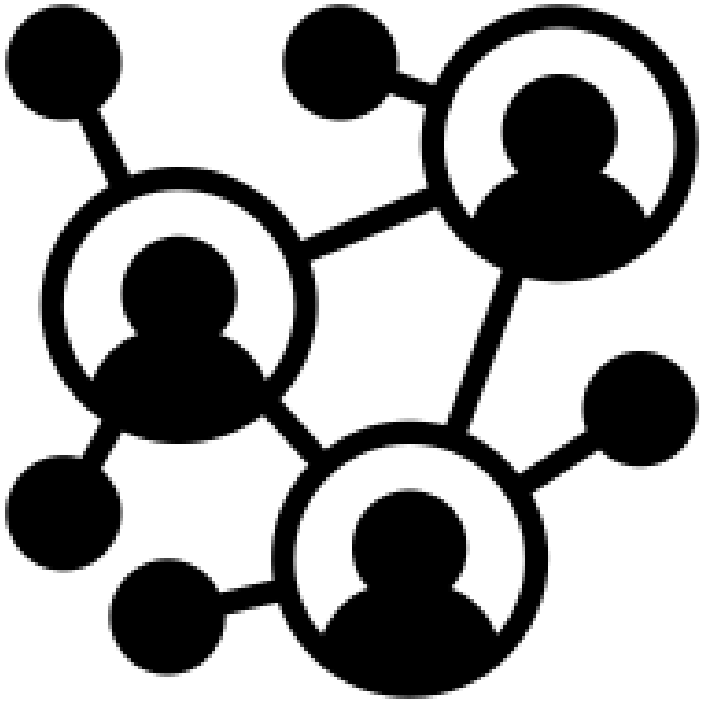
Clusters that contained both a variety of different professional learning opportunity types and a higher average completion rate had a greater likelihood to predict a positive magnitude of effect.

Both breadth and depth likely led to improved learner growth.



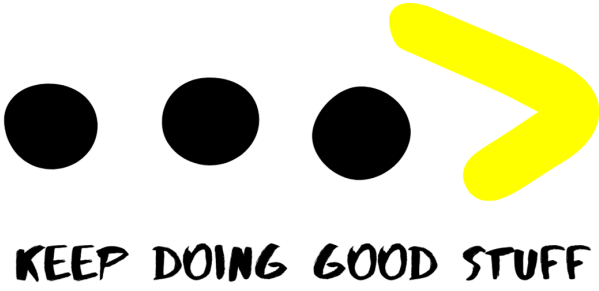


Finding #3: No Single Pathway for All Learners



District Pivots

- Continue an expansive approach to professional learning that honored educator voice and choice
- Variety, vehicle, verification of learning
  - Methods of learning
  - Modes of learning and artifacts
  - Observations of learning with feedback
- Alignment of professional learning to coaching cycles and adult competencies



Timeline

MODULE 2

SEPT.

Grades K-8 Analysis

Which combination(s) of PLOs had the greatest effect on K-8 learner growth?

MODULE 3

OCT.

Analysis of Cluster Attributes

What are the characteristics of the clusters that could provide additional insights into the effects of professional learning on learner growth in K-8?

MODULE 4

NOV.

Grades 9-12 Common Core Literacy

Which combination(s) of PLOs had the greatest effect on 9-12 learner growth in Common Core literacy?

DEC.

Comprehensive Modular Report

Full scope of learning of PLO and student achievement, educator attributes and development, and performance-based compensation strategies

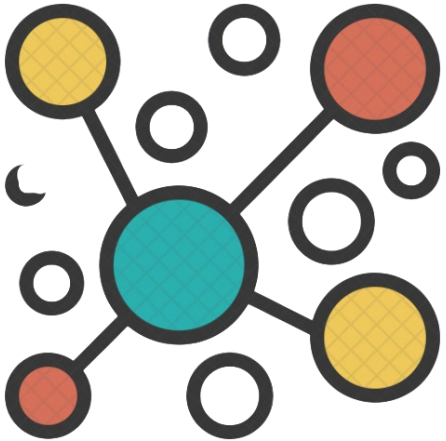
Next Steps

Module	Research Questions	Analysis Overview
1	*RQ1a - Which clusters of professional learning opportunities (PLOs) emerged in terms of the combinations of professional learning?* *RQ1b - What are the defining characteristics of each cluster?*	RQ1a - K-means cluster analysis for each of the three grant years based on the structure of the professional learning (i.e., Focus Institutes, Learning Academies, etc). RQ1b -Descriptive analysis of each cluster to account for site-based conditions, focus areas, learning facilitator attributes, and the performance-based compensation system.
2	*RQ2a - Which combination(s) of PLOs had the greatest effect on K-8 learner growth?*	Growth will be operationalized using formative data for reading as well as the pacing/progress data for the core content areas (ELA, math, science, history/social studies).
3	*RQ2b - Which combination(s) of PLOs had the greatest effect on 9-12 learner growth?*	Growth will be operationalized using the formative data to look at the effects on reading as well as the pacing/progress data for the core content areas (ELA, math, science, history/social studies).
4	*RQ3 - What are the characteristics of the clusters that could provide additional insights into the effects of professional learning on learner growth?*	Identify any cluster characteristics that might have contributed to learner growth and then conduct a cross-year analysis to see which professional learning characteristics, site-based conditions, and learning facilitator attributes manifested across the three years of the grant.

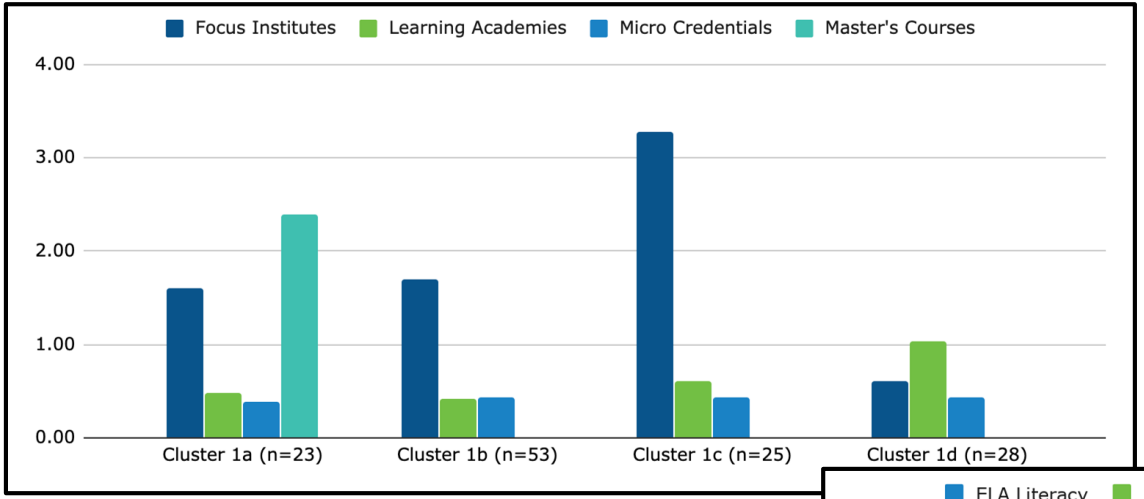
Module 1: Looking Across All Three Years

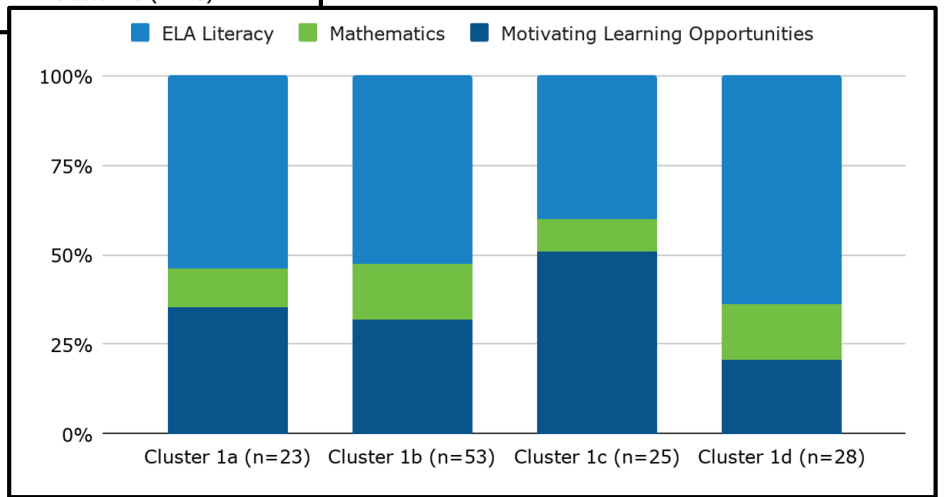
RQ1a: Which clusters of professional learning opportunities emerged in terms of the combinations of professional learning?

RQ1b: What are the defining characteristics within each cluster?

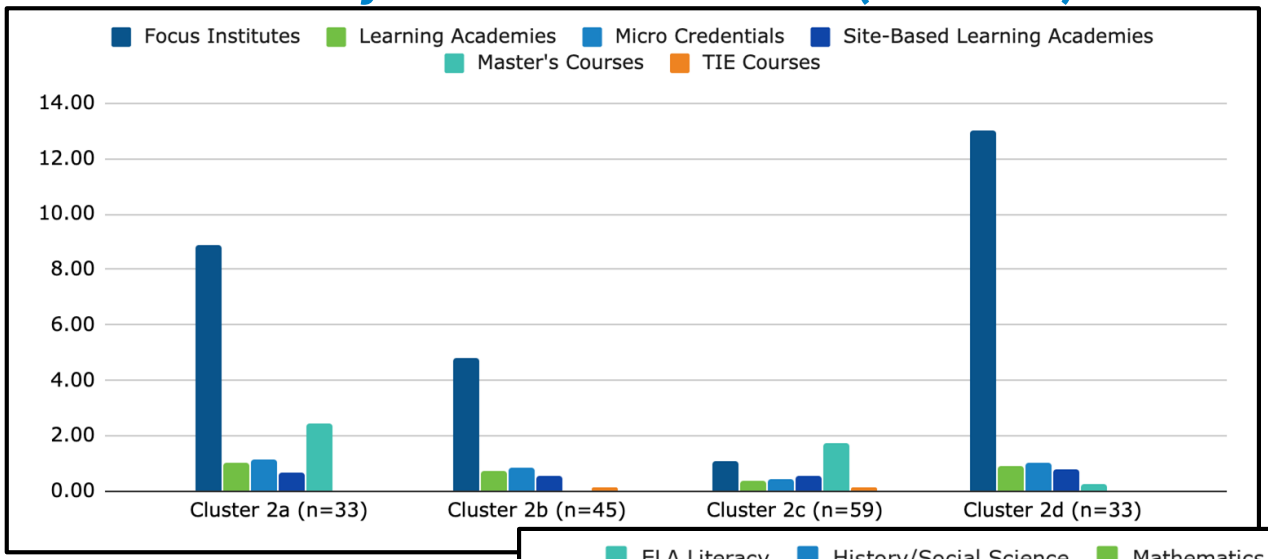


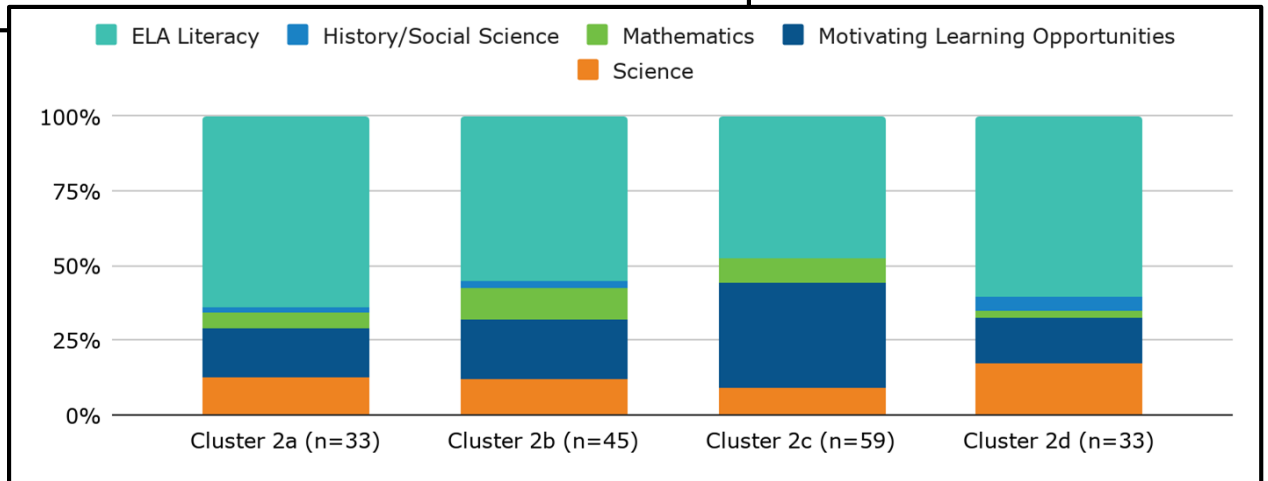
Cluster Analysis Results - Year 1 (2016-17)



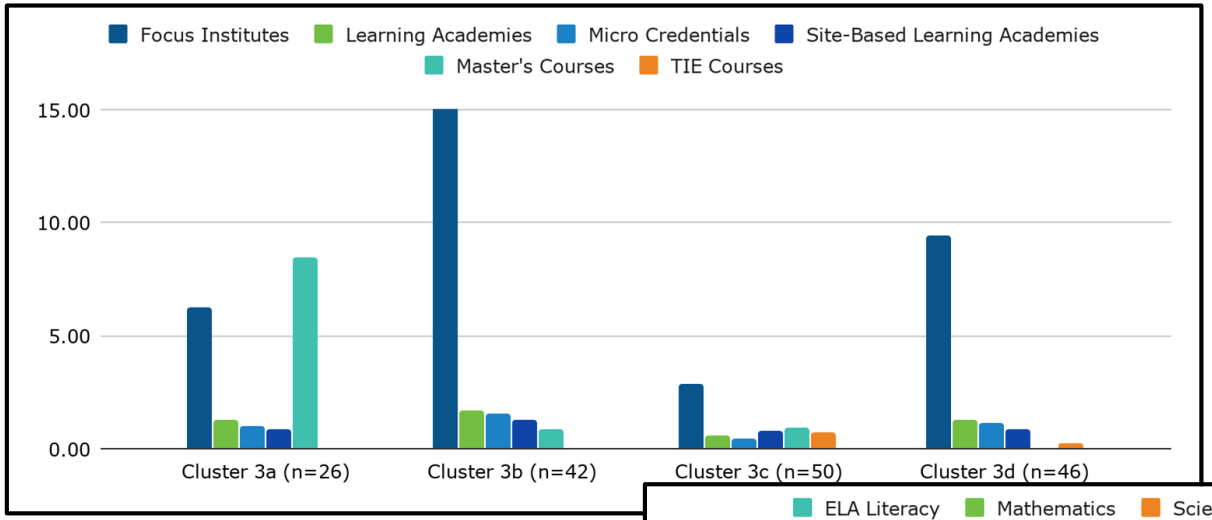


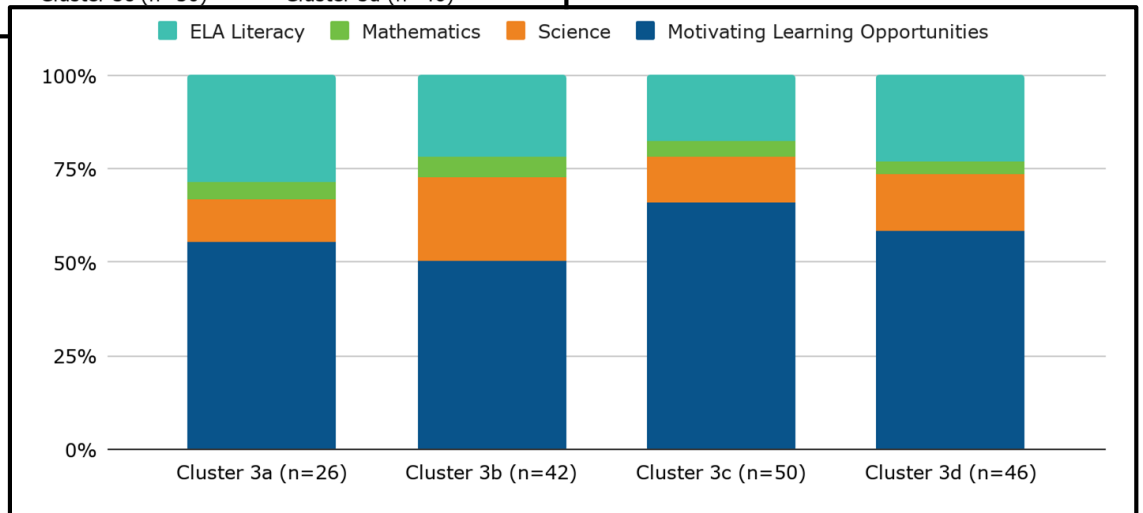
Cluster Analysis Results - Year 2 (2018-19)





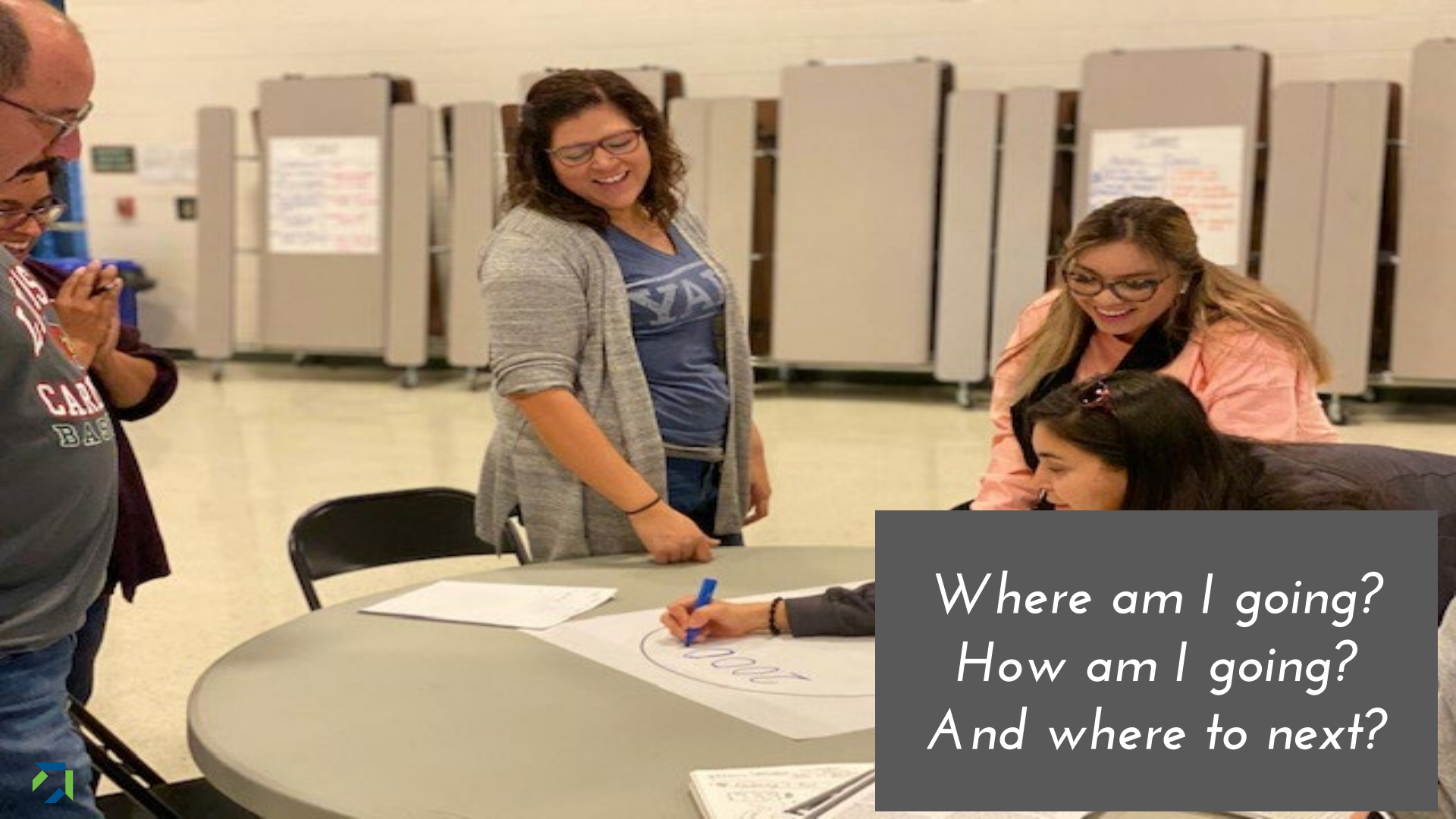
Cluster Analysis Results - Year 3 (2019-20)





Summary of Observations

- **Master's courses generally clustered together**. These clusters also consisted of large percentages of secondary education learning facilitators.
- **Clusters with the largest sample sizes also had the lowest average participation rates,** implying that learning facilitators in these groups completed a minimal amount of professional learning. Lindsay High School comprised a large percentage of these clusters.
- **Because LUSD offered more Focus Institutes, participation in that PLO type was typically higher** than the others. This could be in part because these PLOs required a smaller time commitment. As such, these clusters also had higher percentages of TK-2 learning facilitators.
- **Those clusters that had the highest average participation rate across PLO types also had lower sample sizes,** implying that fewer learning facilitators engaged in both breadth and depth with their professional learning.


Where am I going?
How am I going?
And where to next?

Resources

- Research Partnership Publications
- Instructional Look Fors
- The Learning Accelerator

Questions

Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/AuroraWebinar_9-15-20

Pre-Symposium Webinar Series

1. **Strengthening the Learning Relationships Between Teachers Families and Students: Our Framework, Interventions and Evaluation Efforts** | September 16, 2020 | 2 pm ET
2. **Assessing Field-Level Change: Lessons from the Evaluation of the Assessment for Learning Project** | September 17, 2020 | 2 pm ET
3. **Integrating Project-Based Learning in Online and Blended Courses in Indiana** | September 21, 2020 | 2 pm ET
4. **Putting Data to Work: Formative Evaluation and Continuous Improvement in Transformative Education Efforts** September 22, 2020 | 2 pm ET
5. **NCAA Review Process: Why and How… and What's Different During COVID-19?** | September 24, 2020 | 2 pm ET
6. **Increasing Capacity for Mastery-Based Learning in Washington State** | September 28, 2020 | 2 pm ET
7. **Science of Motivation: 5 Barriers to Student Motivation and How to Fix Them** | September 29, 2020 | 2:30 pm ET
8. **Impact of Personalized Learning through Interest-Based Internships** | October 6, 2020 | 2 pm ET
9. **Implementing Student-Centered Learning: Lessons Learned from Leaders in the Arena** | October 13, 2020 | 2 pm ET

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