
September 15, 2020
• 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.

September 15, 2020

Dr. Beth Holland
Amalia Lopez

WHO ARE WE?

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)

Professional Learning

Human Capital Management System
Conditions for Professional Learning

- Mindset 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)

- Master’s Degrees
  - Online, self-paced courses
- Micro Credential
- Learning Academy
- Focus Institute
  - Face-to-face / virtual learning involving stipends
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?

[Diagram showing a Venn diagram with overlapping circles labeled Time, Focus, Active Learning, and Relevance]
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”

- Educators Engage in PLOs
- Educators Implement Practices
- Learners Perform Actions
- Reading Growth
- Summative Assessment
- Content Area Growth
- PBL & Better Lesson Analysis
- Modules
- Guided Reading
- First Look

Educators Engage in PLOs

Modules

Guided Reading

PBL & Better Lesson Analysis

Educators Implement Practices

Learners Perform Actions

Reading Growth

Summative Assessment

Content Area Growth

PBL & Better Lesson Analysis

Modules

Guided Reading

First Look
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.

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

KEEP DOING GOOD STUFF
### 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

<table>
<thead>
<tr>
<th>Module</th>
<th>Research Questions</th>
<th>Analysis Overview</th>
</tr>
</thead>
</table>
| 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)

The first chart shows the distribution of Focus Institutes, Learning Academies, Micro Credentials, and Master's Courses across four clusters labeled 1a, 1b, 1c, and 1d. The number of members in each cluster is indicated in parentheses.

The second chart compares the percentage of ELA Literacy, Mathematics, and Motivating Learning Opportunities across the same clusters. The bars represent the percentage of each category, with the segments indicating the contribution of each.
Cluster Analysis Results - Year 2 (2018-19)

1. Focus Institutes
2. Learning Academies
3. Micro Credentials
4. Site-Based Learning Academies
5. Master’s Courses
6. TIE Courses

Cluster 2a (n=33) vs Cluster 2b (n=45) vs Cluster 2c (n=59) vs Cluster 2d (n=33)

- ELA Literacy
- History/Social Science
- Mathematics
- Motivating Learning Opportunities
- Science

Percentage Comparison:
- Cluster 2a (n=33)
- Cluster 2b (n=45)
- Cluster 2c (n=59)
- Cluster 2d (n=33)
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
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
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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