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# Charlottesville City Schools' Professional Learning Update

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# Why professional learning?

Teachers matter more to student achievement than any other aspect on student achievement.

Opper, Isaac M., Teachers Matter: Understanding Teachers' Impact on Student Achievement.

Santa Monica, CA: RAND Corporation, 2019. [https://www.rand.org/pubs/research\\_reports/RR4312.html](https://www.rand.org/pubs/research_reports/RR4312.html).



**Where are we today?**



**CHANGE**



## Where are we today?

We have more evidence about what works best for student outcomes than at any time in human history.

Michael Fullan, Tony Bryk, Marc Tucker (2022)



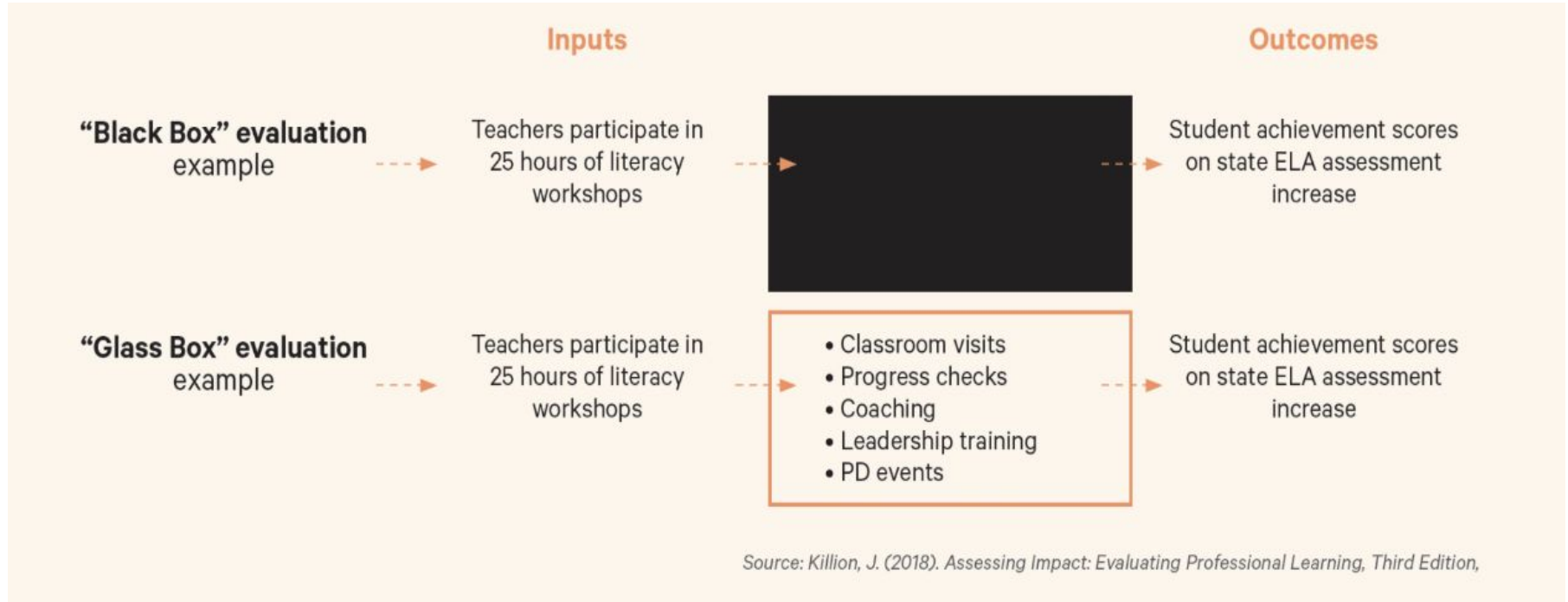
# Where are we today?

7 Conditions necessary for effective PL (Linda Darling-Hammond, 2017)

- Content focused
- Incorporates active learning
- Supports collaboration
- Includes models and modeling
- Provides coaching and expert support
- Offers feedback and reflection
- Is of sustained duration



# Where are we today?







## Where are we today?

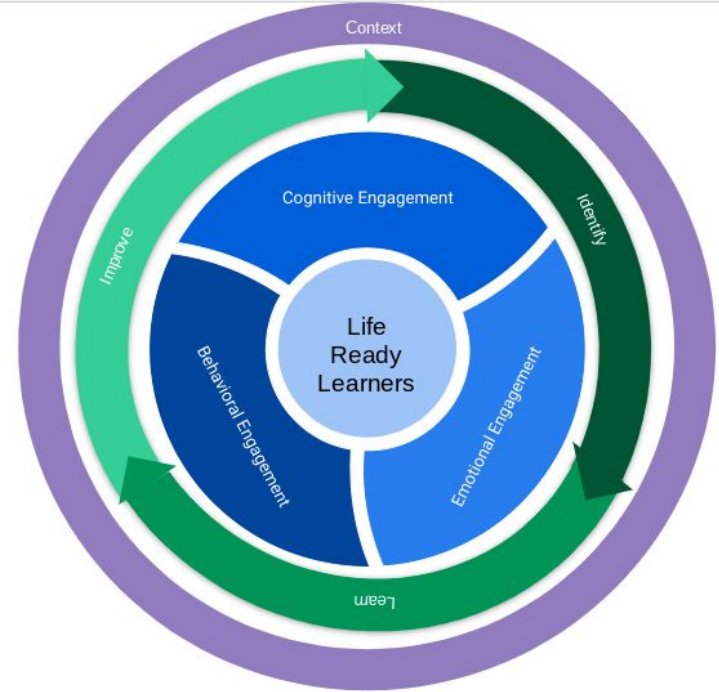
Today's students, as evidenced by the data, have needs that are more complex than just providing academic content.

Building Resilience (Romero, 2018)



# Where are we today?

- CCS Professional Learning Framework (2021)
  - Puts students learning at high levels at the center
  - Acknowledges different ways / types of student engagement-heart, hands, head
  - Highlights the importance of teachers to actively identify what is needed, learning/relearning effective strategies, assess the improvement on learning, and then identify what is needed next
  - Acknowledges the importance of context





# Where are we today?

- Structures and Resources dedicated to professional learning
  - Embedded Contract Time
    - Five (5) days built into the calendar dedicated to professional learning
    - Professional Learning Communities (PLCs) supported by master schedules so all team members can meet weekly during the school day
  - Personalized support available to every teacher
    - Instructional Coaches, as well as Math, Reading, Gifted, and ESL Specialists
    - Coordinators, Supervisors, and Building Administrators
  - Multiple PL delivery models
    - In-person, synchronous and asynchronous virtual sessions
    - Small group, large group, and individualized PL
  - Additional resources for new and beginning teachers
    - Three day New Teacher Orientation
    - Beginning (novice) teachers are assigned an in-school mentor to provide support throughout their first year
  - Outstanding support from community partners



# Where are we today?

- We are finishing up the year and awaiting final student achievement results
- Summer 2022 Professional Learning Opportunities
  - Leadership Advance
  - Curriculum Teams
    - Review and revise pacing guides
    - Expand cross curricular activities
  - We are sending teams to the AVID Summer Institutes
- We are actively planning for 2022-23
  - Division-wide Professional Learning Planning Committee
  - New Teacher Orientation and Pathways
  - August Professional Learning Conference

**Where to next?**



## Where to next?

- Continue to evaluate our impact
  - Build on what we know is working
  - Stop or adjust any practices that are not working
- Continue to provide learning opportunities that are aligned with the CCS Strategic Plan
- Continue to provide PL designed to support both the academic and the wellness needs of our students and staff
- Continue to leverage all internal and external resources
- Continue to maintain our preparedness to shift to virtual learning should that be needed
- Continue to turn data into knowledge



Where to next?





## Where to next?

- We are collaborating with JMU and PVCC for our Instructional Assistants who wish to become teachers
  - Scope and sequence designed specifically for working Instructional Assistants
  - Synchronous virtual format
  - Reduced tuition
  - Earn an Associates degree through PVCC
  - Transfer to JMU to earn their Bachelor's Degree
  - Graduates are eligible for Virginia Teaching License with either an endorsement in Elementary Education or Special Education once they pass all VDOE required tests
- We will continue to send individuals and teams to selected conferences





## Where to next?

- CCS awarded \$785,414 in ESSERIII funds to address unfinished learning
  - \$392,707 per year for two years
  - Designed to complement and extend current PL options
  - June 2022 - September 2024 implementation window
  - Empowered PL
    - Monies for teacher stipends for out of contract time learning
    - Help provide external facilitators
    - Opt-in
    - Plan, Do, Study, Act, Share model
    - Estimate 1 hour per week outside of contract time
    - Showcase participants' learning journey
    - 45 Professional Learning Points
    - Selected teachers will be recruited to design some summer learning opportunities

