

Promising Practices and Implementation Tools

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3. Lever Addressed: Professional Development

4. Title of Promising Practice: Professional Development- Linking the District's Work

5. District(s) Where Implemented: Revere Public Schools

6. Applicable Grade Levels: PreK-12

7. How This Practice Reflects District's Mission & Core Values:

This practice models the district's mission and core values in that it is based on these beliefs:

- All students can learn.
- Improved instruction is directly connected with the quality of teaching.
- All educators are engaged in the decision making process.
- All district initiatives focus on the "moral imperative" or what is best for the kids.

8. Goals of This Practice:

1.) Provide differentiated and diverse professional development that meets the needs of

all PreK-12 teachers and administrators.

2.) Build leadership capacity by utilizing the skills and expertise of RPS teachers as PD leaders.

3.) Pilot a " Critical Partners" professional development program with surrounding urban

districts and continue partnering with local universities for support in specific areas.

4.) Link professional development with the needs of other lever sub-

committees.

9. Description of This Practice and How it Addresses Criteria for This Lever:

In 2011, the Professional Development Lever Sub-Committee was formed in Revere along with six other sub-committees that focus on key areas, or levers, of school improvement. These are:

- School Structure
- Supervision and Evaluation
- Induction
- Teacher Leadership
- Professional Culture
- Recruitment, Hiring and Placement

In addition, a district Steering Committee, made up of members from each of these sub-committees, serves as the oversight and decision making group for all goals and initiatives generated by each sub-committee.

Highlights and Accomplishments of this Practice:

One issue that surfaced early on for the PD sub-committee is how to effectively evaluate the impact of how professional development has transferred into the classroom and how it has impacted student achievement. To that end, the group moved towards linking the professional development impacts to the new evaluation system, specifically to SMART goals, including both professional development-based and student-centered goals.

Because teachers were on various levels of understanding as to what the elements of a SMART goal are, as well as how to write one, the district administration developed a menu of SMART goals, related to district goals, that teachers could use as they navigated through the new educator evaluation process. A copy of the "District Goals and Approved Educator SMART Goals for 2012-2013" are attached as an implementation tool.

In choosing a classroom goal, a teacher may also identify professional development opportunities that could be helpful, and over time, produce artifacts to show that those goals have been achieved. For instance, if teachers wanted students to engage more in problem-solving, they might attend a workshop on the topic and then collect lesson plans, work samples, and other

artifacts that show how the professional development strategies were implemented and the goal was met. The hope is that this evidence source can be used in the evaluation of professional development opportunities that directly correspond to student achievement as well.

In the spirit of collaboration– a hallmark of the school improvement efforts in Revere, both the Professional development Sub-Committee and the Supervision and Evaluation Sub-Committee have worked closely to connect their goals. Teachers and administrators in these groups have also been instrumental in creating a new electronic communication system for collecting data, supporting the evaluation process and providing PD resources for all teachers and administrators.

The PD Sub-Committee, with input from the S&E Committee, is currently focused on providing teachers and administrators who have been identified as needs improvement in an area, a list of resources that they can readily access to help them improve. These resources will be in addition to the support provided by mentors and principals. The PD Sub-Committee also sees its evaluation role as a natural link to the future work of the other lever sub-committees.

Another highlight of the professional development work Revere has accomplished, is the Teachers Teaching Teachers program (TTT), created to empower teachers with a particular expertise to provide PD for colleagues. For example, the math department may get together to identify what PD they need most, and present a proposal to the Superintendent and Assistant Superintendents to develop and run a course or workshop. Seven such paid positions and trainings have been funded throughout the district this year.

Other major accomplishments have been Revere's continued work with ANET, the Achievement Network; the Five District Partnership Program with surrounding urban communities; partnerships with Lesley University, Salem State College and participation in the Extended Learning Time schools, each of which are described below:

Consultants from ANET, teachers and administrators meet approximately 4 times a year to present formative assessments and help run data meetings when

teachers examine student work and plan for individual and group instruction based on the performance data reviewed. A key element in this process is that multiple measures of student data drive instruction as well as professional development. This ANET process has become so critical to improving student achievement, that K-12 principals and the School Structure Sub-Committee are now looking at how to redefine the school day to accommodate these meetings for every grade level in ELA and Math.

The Five District Partnership Program, involving Winthrop, Everett, Chelsea, Revere and Malden, is a regional solution to the problem of transient students falling behind when they move amongst these districts, as frequently occurs. Curriculum leaders from these communities are working to align curriculum and resources so that instances of this backward student progress are greatly diminished. Recent funding from DESE, has allowed these partners to hire a Curriculum Coordinator to oversee the alignment and insure equal participation. While the program is still in a pilot phase, the connection with four other districts has proven to stimulate the sharing of new ideas to meet the on-going challenge of addressing student needs.

Revere's professional improvement partnership with Salem State College enables the district to provide a SPED licensure program free of charge to teachers. In addition, the Lesley University collaboration allows teachers to take courses in math, paid for by the district, which can easily lead to a completion of a Master Degree in Elementary or Middle School Mathematics.

The districts participation in the Extended Learning Time school program also has its own set of professional development requirements centered on whole school change. Therefore, PD in each ELT School varies in terms of specific goals and needs.

As detailed above, the impressive range of PD opportunities available in Revere have been delivered in the context of its professional learning community using a variety of formats. These include workshops, courses, coaching, mentoring, peer observations and technology venues. On going embedded PD in the classroom is also provided by K-8 math coaches and K-12 literacy coaches. Lastly, in addition to the "moral imperative" core value centered on what is best for kids, the mantra of Rigor, Relevance and Relationship permeates all professional development work, as well as the goals set forth by

all other lever sub-committees.

This promising practice exemplifies the following criteria necessary for successful implementation of the **Professional Development** process as they relate to levers for positive change:

- The district provides data-driven, sustained learning opportunities aligned with the Common Core of Professional Knowledge and Skills for educators at all stages in their careers.
- The district has a comprehensive plan for providing educators with systematic access to all domains of the Common Core of Professional Knowledge and Skills.
- Professional development provides substantive learning of content and pedagogy through sustained, ongoing experiences.
- Professional development takes place in a variety of formats (workshops, courses, coaching, mentoring, critical friends groups, lesson studies, professional improvement partnerships, and others).
- Professional development is structured to meet the varying experience, needs, and content of teachers and administrators.
- Multiple measures of student performance drive and inform professional development.
- Teachers and administrators collaboratively plan professional development.
- Professional development aligns district-wide and individual school priorities.
- District uses qualitative and quantitative indicators to assess the impact of professional development on teaching excellence and student achievement.
- Professional development resources and allocated funds are used solely for professional development services.

10. How This Practice Was Implemented So It Was More Successful Than Others:

One of the most successful outcomes of the professional development work in Revere is the collaboration amongst all seven lever committees so that PD addresses the needs of teachers at all grade levels, in specific content areas and at all levels of experience. This collaboration has also empowered teachers to both invest in and take the lead in providing support in areas where all can learn and grow. A few examples of this leadership capacity are the Teacher Leadership positions established around the PD needs for the Educator Evaluation system, the Induction and Mentor programs and the Teachers Teaching Teachers (TTT) approach to professional development.

11. How This Practice Changed The District or School:

Creating the positions and programs mentioned above has established a deeper sense of ownership and trust between teachers and administrators. The electronic communication system has also provided a safe venue for feedback and input.

A challenge currently facing the district and PD sub-committee, is finding the time to weave other required state mandated areas for re-licensure, such as the 45 hr., 25 hr., or the 10.5 hr. RETELL training for Cohort 2, without sacrificing Revere's progressive agenda. Continuing to involve all stakeholders in the process and linking the great work of other sub-committees to various state requirements will best meet this challenge.

12. Resources (time, money, materials etc.) Required For Successful Implementation:

- Funding, time and utilization of resources from both inside and outside of the district.
- Technology and staffing resources to develop an electronic communication system for collecting data, supporting the evaluation process and providing PD resources for all teachers and administrators.

13. Tools You Used To Implement Or Advance This Practice:

See separate attachments:

- SMART Goals Menu for Teachers
- Round Robin Meetings for Lever Sub Committees
- A Teachers Teaching Teachers proposal format

- A TTT approved proposal