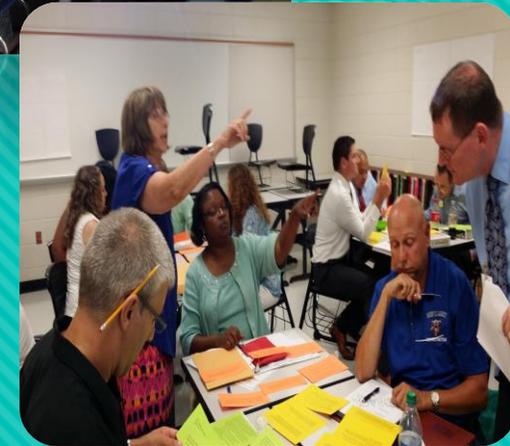
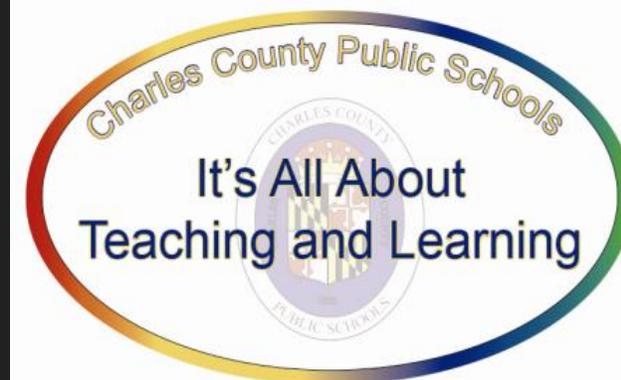


Personalized Learning

Take care of your people and they'll take care of our kids.



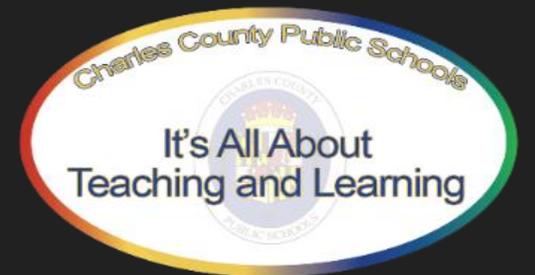
Education is a PEOPLE business. Our people are our greatest asset.



Improvement in student achievement—and most other outcomes worth caring about—depends critically on whether the **adults** in schools can continually and productively learn together.

Boudett, K.P., and City, E.A., 2014

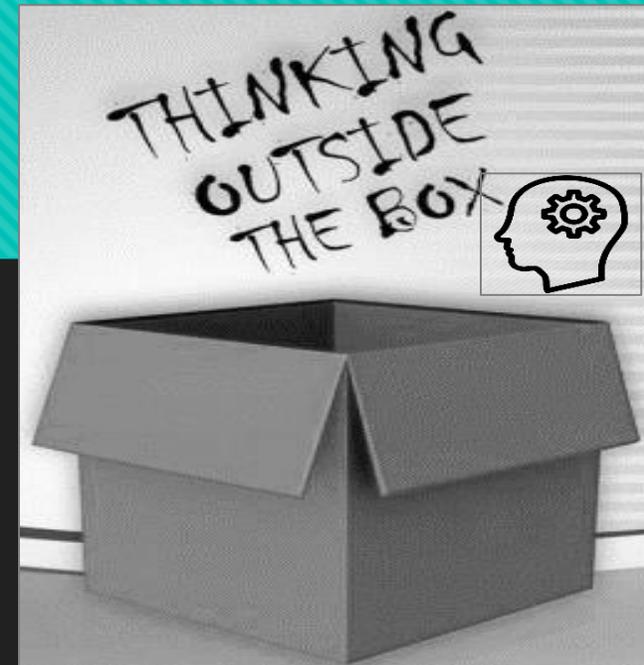
Staff members who are stimulated, empowered and engaged will provide better results for students.



How can professional development and the administrator evaluation process develop the capacity of school leaders?

Principal leadership is second only to classroom teaching in its impact on student learning.

Leithwood, Day, Sammons, Harrison, and Hopkins (2007)





Principal Meetings: Focus on Instruction



- ❖ Build the instructional capacity of school leaders
- ❖ The principal is the face of professional development for teachers
- ❖ Trainer-of-Trainers – principals model best practices in instruction for their staff
- ❖ Build trust among school leaders – principals become a community of learners

Administrator Evaluation – supporting administrator growth and professional development

- ❖ Charles County Public Schools created TEAMS—The Evaluations and Assets Management System software:
 - Electronic platform for teachers and administrators to share feedback and promote professional growth
 - Promotes evaluation to improve practice
 - Requires collaboration to stimulate “the conversation”



Administrator evaluation is based on the National Policy Board for Educational Administration's standards

CCPS wrote rubrics for each of the 10 standards so language and feedback can be consistent

Professional Standards
for Educational Leaders

National Policy Board for Educational Administration

2015

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of *each* student.

Unsatisfactory	Basic	Proficient	Distinguished
<p>The school's vision for student achievement is vague, incomplete, or based on insufficient measures of student learning. The mission & vision is communicated to the school stakeholders but no plans to engage the various stakeholders in the implementation is evident. Possible barriers to accomplishing the vision are identified, but plans for addressing barriers either are not present or are inappropriate. School programs are not consistent with the vision, or provide only surface-level changes. The school's vision is not inclusive of all learners and it is clear the various stakeholders do not embrace the core value that all students can learn.</p>	<p>A vision statement has been developed for the school, but most staff are unaware of or are unaffected by it. Staff members can articulate beliefs for their school but these values have not yet impacted their day-to-day work or the operation of the school. Staff members have participated in a process to establish the mission and vision of the school, but they do not yet influence instructional decisions in a meaningful way. A small group of staff members are working to incorporate the vision of the school into instructional goals and have tried to get others on board with this initiative. Their efforts have little impact to any significant degree.</p>	<p>The school's vision, mission, and core values are relevant to the needs of the school. School staff has endorsed the vision and mission of the school and feel some sense of ownership in it. School improvement planning and staff development initiatives are tied to the shared vision. Staff members have made a conscious effort to articulate and promote the attitudes and behaviors consistent with the school's core values. Most programs embrace the school's vision and plans are in place to modify the vision, if necessary. The school aligns practices with core values and new structures are in place to support these initiatives.</p>	<p>There is a successful vision for student achievement based on both qualitative and quantitative measures of student learning. Various stakeholders including students, staff, parents and community members are involved in maintaining and growing the mission/vision. Data is used to adjust and/or maintain the school's mission/vision and a long term plan is in place to promote ideals, to overcome future obstacles, and to marshal necessary resources, and it is evident staff uses the vision to guide their day-to-day efforts and decisions. The school's mission/vision advances support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. A shared belief that all students can be successful is clearly evident and is a core-value that is shared among all stakeholders as it is an embedded part of the school's culture.</p>

TEAMS administrator evaluation status



Picture	Status	Emp. ID	Name	School	P 1	P 2	P 3	SLO 1	SLO 2	Gap	Badge	PD
		14859		Somers MS								
		19691		Matula ES								
		24999		Stethem HS								
		28068		Dr. Craik ES								
		29093		Stone HS								
		24492		Dr. Mudd ES								
		13376		Martin ES								
		13645		McDonough HS								
		13724		Hanson MS								
		13749		Diggs ES								

The Evaluations & Assets Management System

- Dashboard ▾
- Professional Practice ▾
- Student Growth ▾
- Badges ▾

Professional Practice Recommendations - ARNOLD, EVELYN

Recommended Resources

<input checked="" type="checkbox"/>	 Low	Domain Student-to-Student Mentoring 5 Develop leadership and mentoring skills with your school's biggest stakeholder- students. (60 min, Low) ★★★★☆ (5) CCPS Principal Professional Development
<input checked="" type="checkbox"/>	 Low	Domain Student Voices in the Hallways 8 High expectations, improving student experience, student-led conferences, student support, family and community relationships (120-240 min, Low) ★★★★☆ (2) CCPS Principal Professional Development
<input checked="" type="checkbox"/>	 Low	Domain Shaping a Vision of Academic Success for All Students 8 Learn how a principal can ensure that a vision of high expectations for teachers and students permeates every aspect of a school with this professional development video for school leaders. (30 min, Low) ★★★★☆ (1) CCPS Principal Professional Development

Navigation: < 1 2 3 4 5 > >| 1 - 10 of 44 items

- Administrators are assigned content based on learning goals for school year.
- Administrators participate in online professional development.
- Administrators reflect at end of session.

Additional Resources

To include additional professional growth resources from domains that were not part of this observation, click the more button.

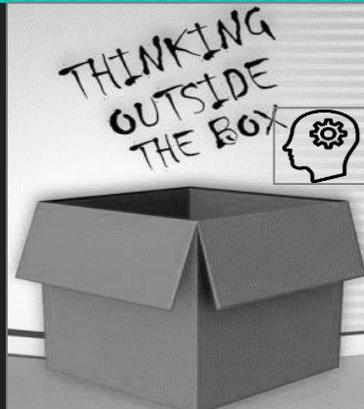
How can school districts personalize learning to meet the needs of teachers?

We must change the way teachers think about teaching and learning.

We must create classrooms where students are the hardest working people in the room.

Principals should focus on developing capacity as they will not meet increased higher expectations by doing more of what they have always done when new beliefs and practices are required.

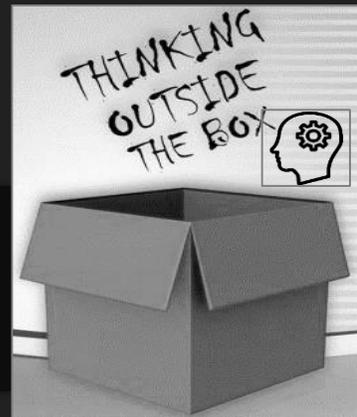
Elmore and Fuhrman, 2001



Personalized Learning for Teachers

- ❖ One-on-one mentoring where an experienced teacher partners with the new teacher to address the specific need. The collaboration occurs after school and both participants are paid for the time they spend together
- ❖ Summer opportunities—Choice empowers
- ❖ Professional development offered based on walk-throughs and observations
- ❖ Embedded opportunities
- ❖ After school opportunities—Many and varied

According to a MetLife Survey of the American Teacher, the role of supportive relationships is the most important factor in helping a new teacher become a successful teacher.



Timely and consistent feedback through teacher “walk-throughs”

▼ The classroom is a place that has a positive environment for all students to learn.

- Classroom interactions are highly respectful
- Students feel safe to take risks in their own learning
- Respect for others is demonstrated through verbal and non-verbal means

▼ There is an established, positive culture for learning.

- Students are able to identify the important details of the concept being taught
- Students understand the purpose for learning
- The teacher makes connection to previously-learned material
- There are high expectations for all students, regardless of performance level

▼ A variety of questioning and discussion techniques are used during instruction.

- The teacher uses open-ended questions
- The discussion is not dominated by just a few students; most, if not all students, are engaged in the discussion
- Effective use of questioning and discussion strategies that encourage equitable student participation
- Students initiate higher-order questions
- Students extend the discussion

▼ Students are engaged throughout the lesson.

- Students are actively participating in learning activities that appeal to the learners and match to the learning outcomes
- There are different activities during the lesson that engage the learners
- Students have extensive choice in how they complete tasks
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking
- Students have the opportunity for reflection and closure after the lesson

▼ Feedback is provided to students on an ongoing basis throughout the lesson.

- Feedback during and after task completion that is specific and comes from multiple sources, including other students
- Students monitor their own understanding
- Teacher is constantly “taking the pulse” of the class to determine student learning
- Students can articulate and self-monitor learning outcomes and expectations

Observer Supplemental Notes:

Teacher Reflection:

- I feel comfortable in my delivery of instruction
- I would like to observe a colleague from my building.
- I would like to observe a colleague from another building.
- I would like a member of the ILT to model a lesson in my classroom.
- I am interested in peer coaching.
- I would like someone from Central Office to provide feedback on the delivery of my instruction
- I would like someone from Central Office to model a lesson in my classroom.
- I would like a professional development session to be offered on _____

Personalized Learning for Classified (Support) Staff

- ❖ Certified Administrative Professionals Certification Program
- ❖ Microsoft Office Specialist and Office 365 Training and Certification
- ❖ Partnership with the College of Southern Maryland offering CPD credit courses to classified staff
- ❖ Operations staff training in new methods/products
- ❖ Food & Nutrition Services staff certifications and training
- ❖ New classified evaluation tool which promotes employee feedback prior to the evaluation conference

Investing in Our Employees

- ❖ Board member Town Halls with certificated and classified staff
- ❖ Employee Assistance Program Sessions
 - The Art of Motivation
 - Strengthening the Team
 - Coaching for Performance
 - Communication Skills for Collaboration
- ❖ Weight Watchers
- ❖ Fitness Classes
- ❖ Nutrition/Wellness Seminars

Employee professional development is a core value of Charles County Public Schools

By encouraging our people to be the best at what they do we are creating an organization where everyone's work is valued, and everyone realizes their connection to teaching and learning.

Thank you for the opportunity to share our work

