



# Elevate the Expertise Within

A District Utilizing Internal Capacity and Collegiality to Grow

J. Addison-Christian County Public Schools

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## Historical Context




- 14 Schools (8 Elementary, 2 Middle, 2 High, 1 Gateway Academy)

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2016-2017

- Math Cohort
  - 18 hours of Face-To-Face Professional Learning around PTA
  - Math Talk, Productive Struggle, Multiple Representations
  - 3 Model Lessons

## Iterations of Model Lesson Structures

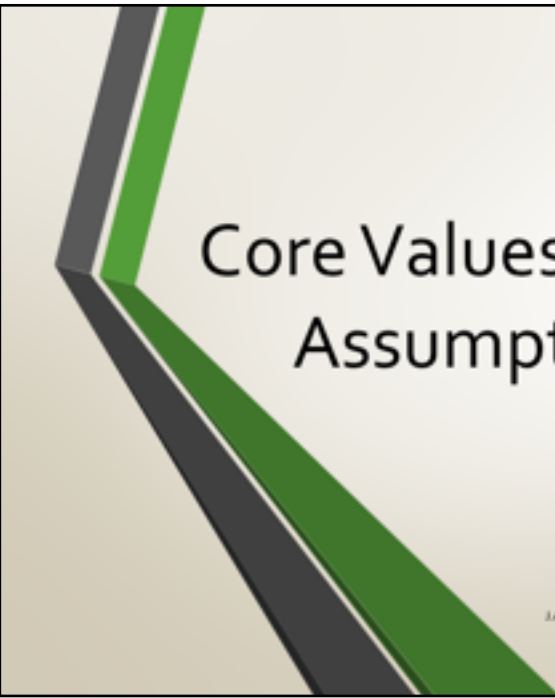
1. Two schools sent small vertical teams
2. Common grade level representatives were released on a common day to watch model lesson.
3. Common grade level representative were released on a common day to co-plan then observe a lesson.



*Theory of action: Develop and transfer knowledge and skills of educators so that all students experience rigorous daily instruction and assessment that meets the cognitive demand of the standards. Educators need access to differentiated, collaborative professional learning that directly supports their area of professional growth and is led by proven peers.*

*Significance: Previous professional learning has not been effective for all educators, leaving some students experiencing inferior learning. All CCPS students deserve to have equitable, high quality teaching.*

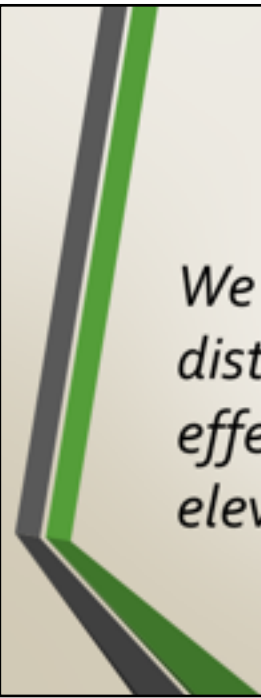
*Desired Impact: CCPS will have a system of professional learning that makes measurable, positive impact on student AND educator learning.*



# Core Values and Assumptions

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*We believe there are teachers in our district who demonstrate highly effective teaching and their capacity can elevate others.*

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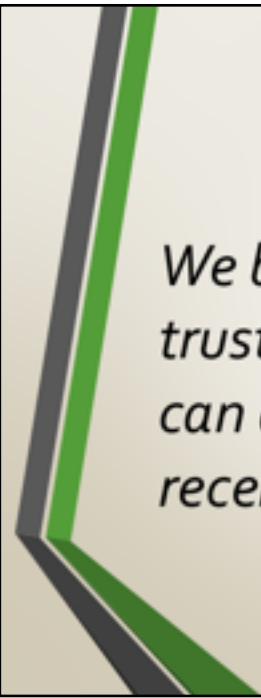


*We believe most teachers need peer support to move from **knowing about** effective teaching practices to **implementation fidelity**; a peer who has experienced success is ideal to coach a new learner over hurdles.*

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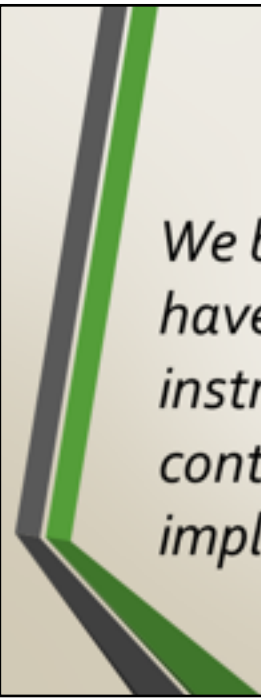
*We believe teachers who are more limited in their implementation of highly effective teaching require additional time and support through differentiated learning experiences.*



*We believe teachers need time in high-trust collaborative groups where they can ask questions, share their efforts, receive feedback and try again.*

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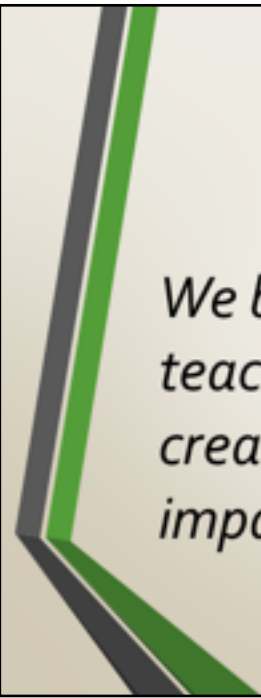
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*We believe school and district leaders have varying mental models of rigorous instruction and therefore inadvertently contribute to the varying levels of implementation across the district.*

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*We believe school leaders impact  
teacher view of professional learning  
creating a culture of completion or  
impact.*

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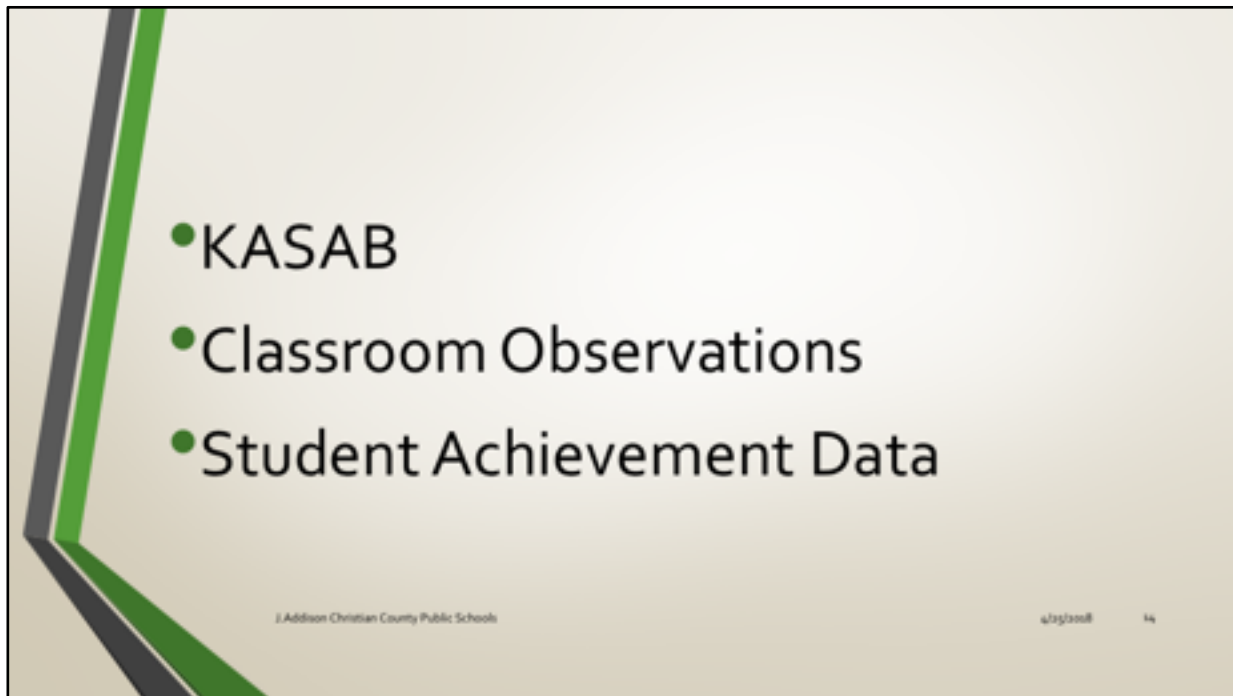
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# Who is effective? How do we decide?



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3 criteria for expertise

Knowledge, Attitudes, Skills, Aspirations, Behaviors – predetermined by instructional team

Evidence from classroom observations, planned and unplanned

Student achievement data

## Two Paths for Math Teacher Leadership

**Math Cohort:  
Lesson Study**

**TILT: Teachers  
Intentionally  
Learning Together**

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# Lesson Study Leaders

Prior to Teaching Lesson -

- Study the standard(s), the lesson idea, and anticipated misconceptions
- Make lesson adjustments and plan feedback questions

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Leading from the Classroom -

Grade level peers engage in planning and facilitating a lesson with one teacher in the lead role.

District coach/supervisor facilitates team dialogue using Protocol for Planning and Standards, Progressions Document & Coherence Map



## Lesson Study Leaders

During and After Lesson -

- Lead teacher leads lesson, others observe looking for evidence of learning
- Debrief evidence of student learning and associated teacher actions

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Leading from the Classroom -

Grade level peers engage in planning and facilitating a lesson with one teacher in the lead role.


## Critical Support

- District Math Coach and Instructional Supervisor
- DODEA grant funding
- Wrap-around learning
- Use of school facilities
- School leadership buy-in

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Coordinated by District Math Coach and Instructional Supervisor  
Funding for substitutes via DODEA grant  
Wrap-Around learning during afterschool Math Academy (5x per year)  
Use of school facilities  
School leadership buy-in  
Protocol for Planning  
Standards, Progressions Document  
& Coherence Map



# TILT Facilitators

*Teachers Intentionally Learning Together*

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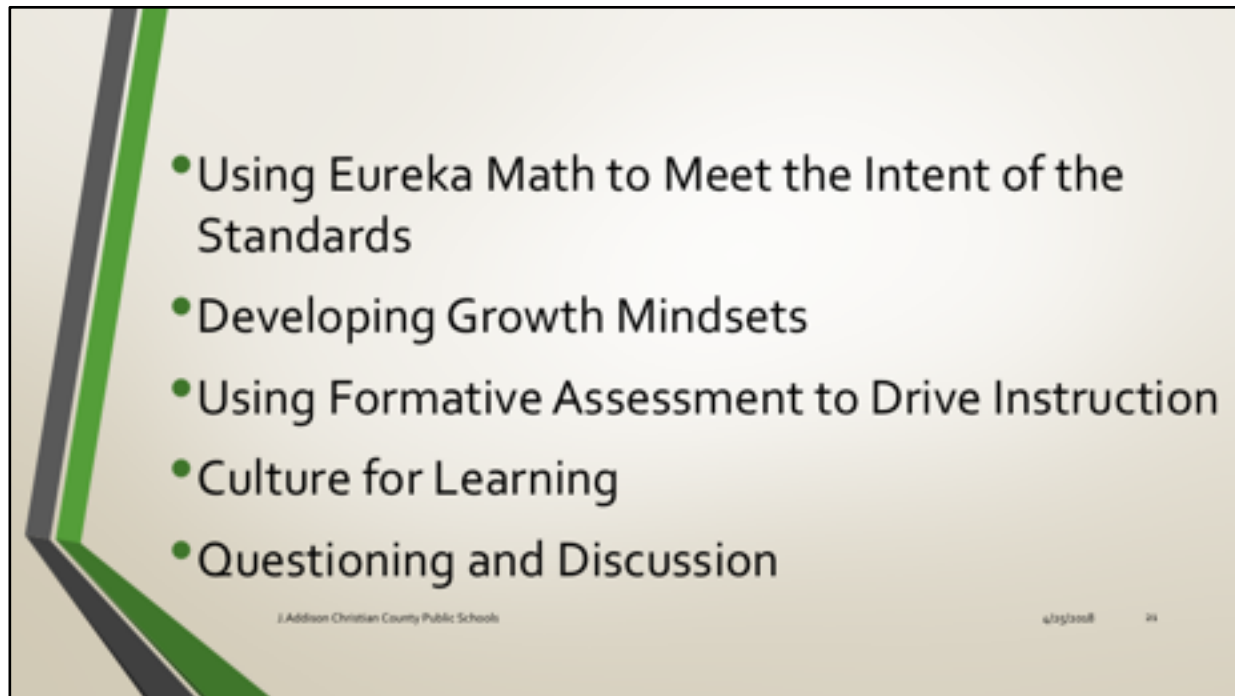
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'I used to think Eureka was only for whole group, but now I know how to facilitate it in small groups.'

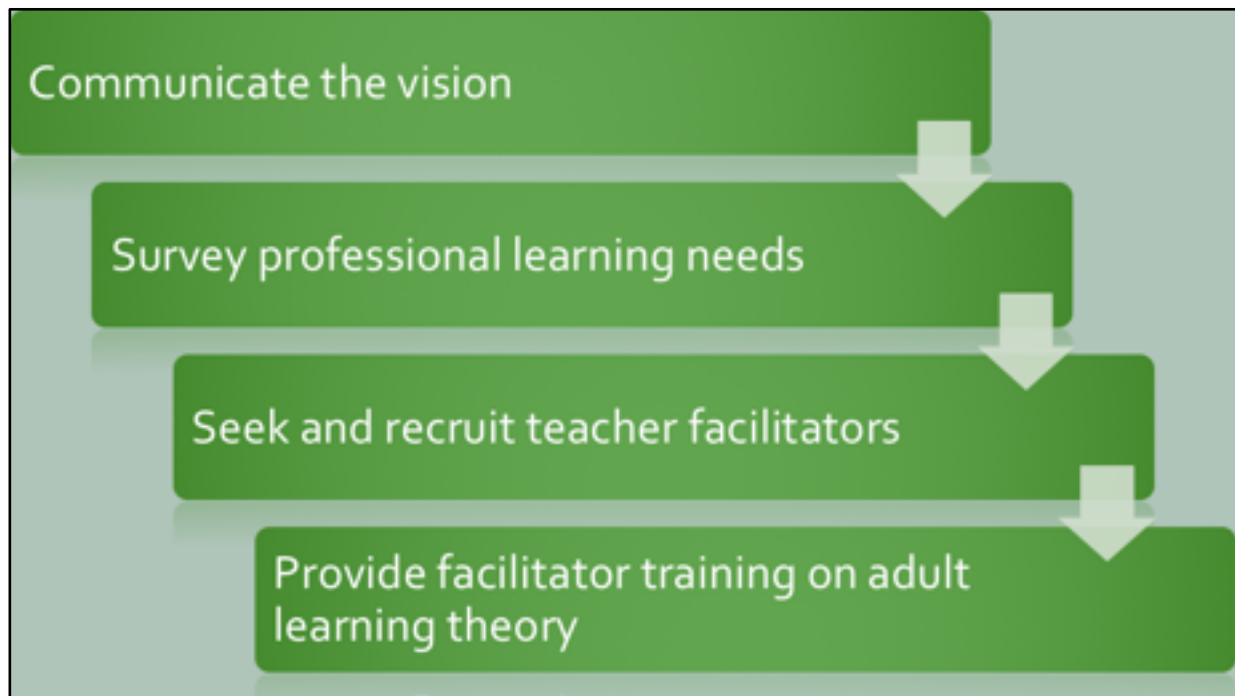


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TILT Series led by math teachers (or a team with at least one math teacher)



*Communicate the vision of TILT including Roles and Responsibilities of all involved (on-going)*

*Survey professional learning needs of all teachers in the district related to district instructional priorities.*

*Seek and recruit teachers who demonstrate desired Knowledge, Skills and Dispositions to serve as peer learning facilitators.*

*Provide peer-learning facilitators professional learning around adult learning theory.*

*Schedule TILT learning series to meet 2-5 times each.*



*Schedule TILT learning series to meet 2-5 times each.*

*Provide on-going coaching and support to facilitators as they design the TILT experiences for each series.*

*Create a registration system for 34 unique learning series.*

*Provide registration support and communication to teachers and school leaders.*

*Teacher Leaders facilitate TILT series.*

*Collect data to measure impact of TILT series and plan for TILT refinement.*



*The Next Generation Leadership Network (NGLN) team provides primary support for TILT. Along with 42 TILT facilitators, the NGLN team carried out the project strategies. Instructional Transformation Grant funds are used to compensate our TILT facilitators. Most facilitators led a 6 hour series and were compensated for 6 hours of planning time. (approx. \$15,000)*

*TILT is also supported financially and through coaching from the Learning Forward Foundation as the NGLN team is the recipient of the Learning Forward Foundation Team Grant*

*TILT series are held in classrooms/libraries across the district; TILT facilitators secure a space in their building.*

*TILT related information is shared via Google documents, forms, and folders. Digital tools are utilized for logistics (Eventbrite), surveys (Google Forms), and communication (automated reminders).*



## TILT Evaluation – Evidence of success

- *42 teachers served in district-wide teacher leader roles*
- *Overwhelming positive feedback Rounding conversations, Anonymous Participant Surveys)*
- *TILT principles informing school-based PD.*
- *Year 2 evidence will measure teacher practice impact and student learning impact.*

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Feedback from rounding conversations with school leaders, facilitators and teachers – what is going well?, what can we do to improve?

Feedback from participant feedback survey given at the end of each session via google forms

The environment was conducive to learning. (1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree)

1,692 responses



The content of the session was valuable to me. (1--strongly disagree, 2-disagree, 3-agree, 4-strongly agree)

1,692 responses



The learning was structured in a way that led to participant engagement and peer-discussions. (1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree)

1,692 responses



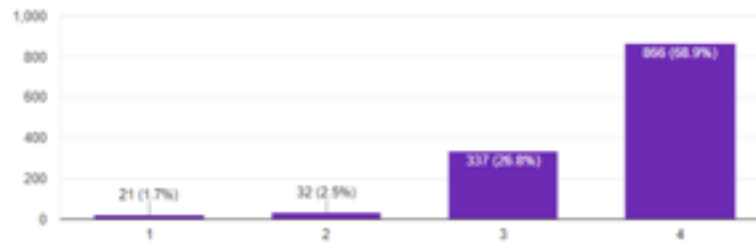
The facilitator(s) overall effectiveness was high. (1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree)

1,692 responses




Overall, the session will have a positive impact on my students. (1--strongly disagree, 2-disagree, 3-agree, 4-strongly agree)

1,256 responses



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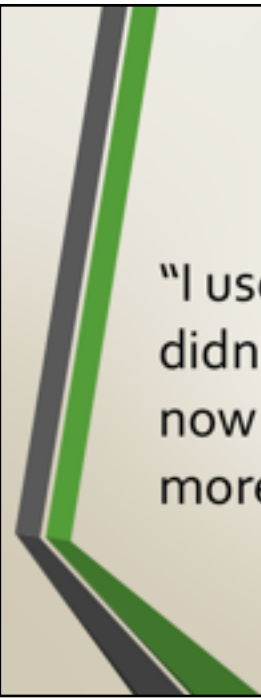
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# Changing Mind(set)s

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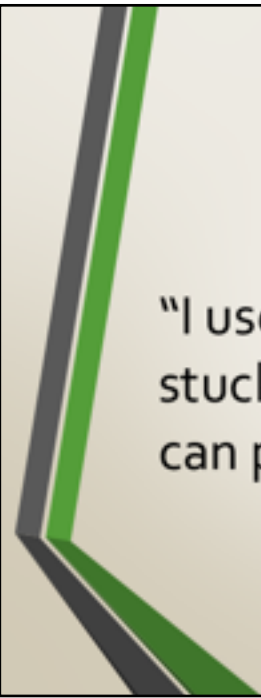


"I used to think pre-planning questions didn't make that big of a difference, but now I understand my instruction is much more effective when I do."

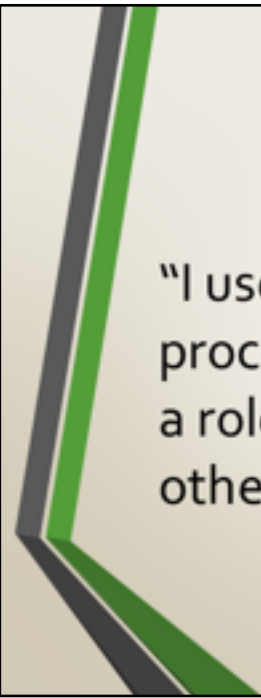
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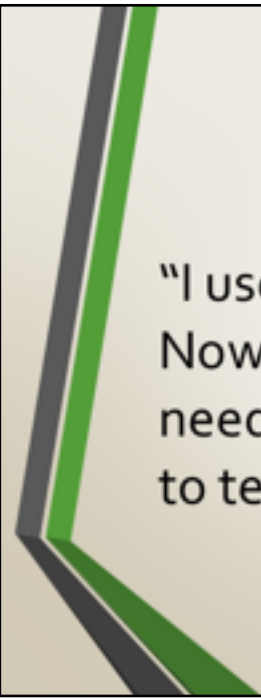
"I used to think culture was what we were stuck with but now I think we (teachers) can profoundly shape our class culture!"



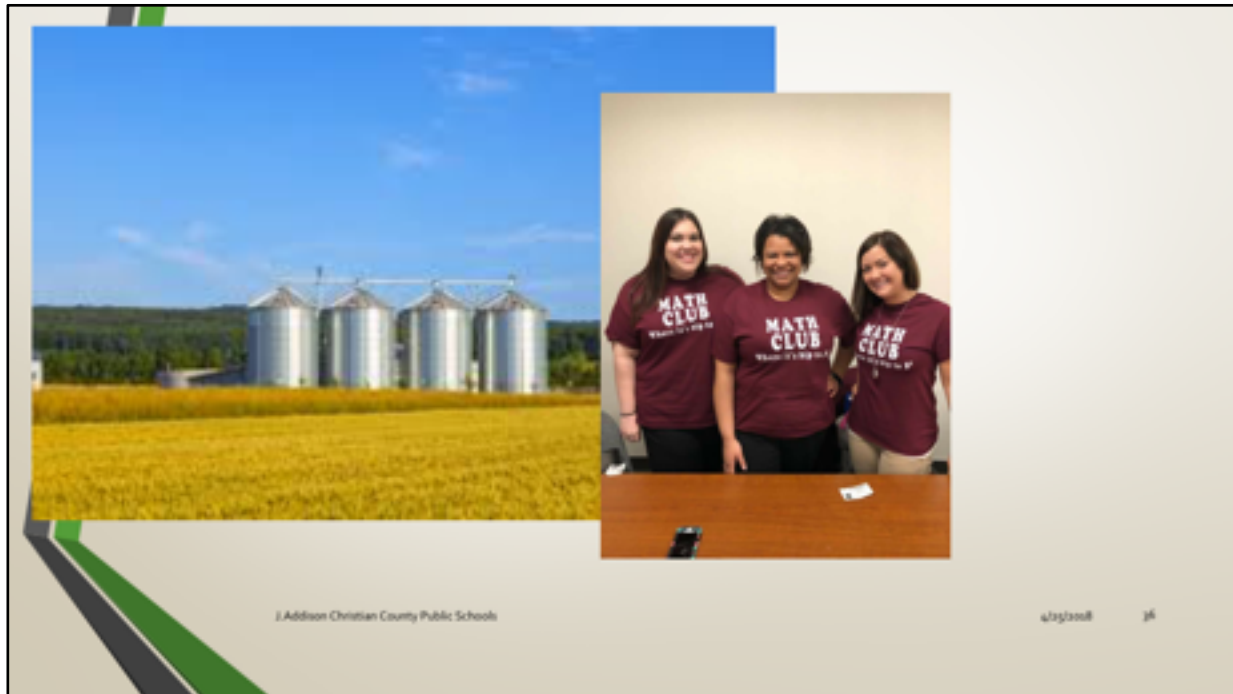
"I used to think a student's thought process and mindset didn't play that big of a role in their learning, but I have learned otherwise."

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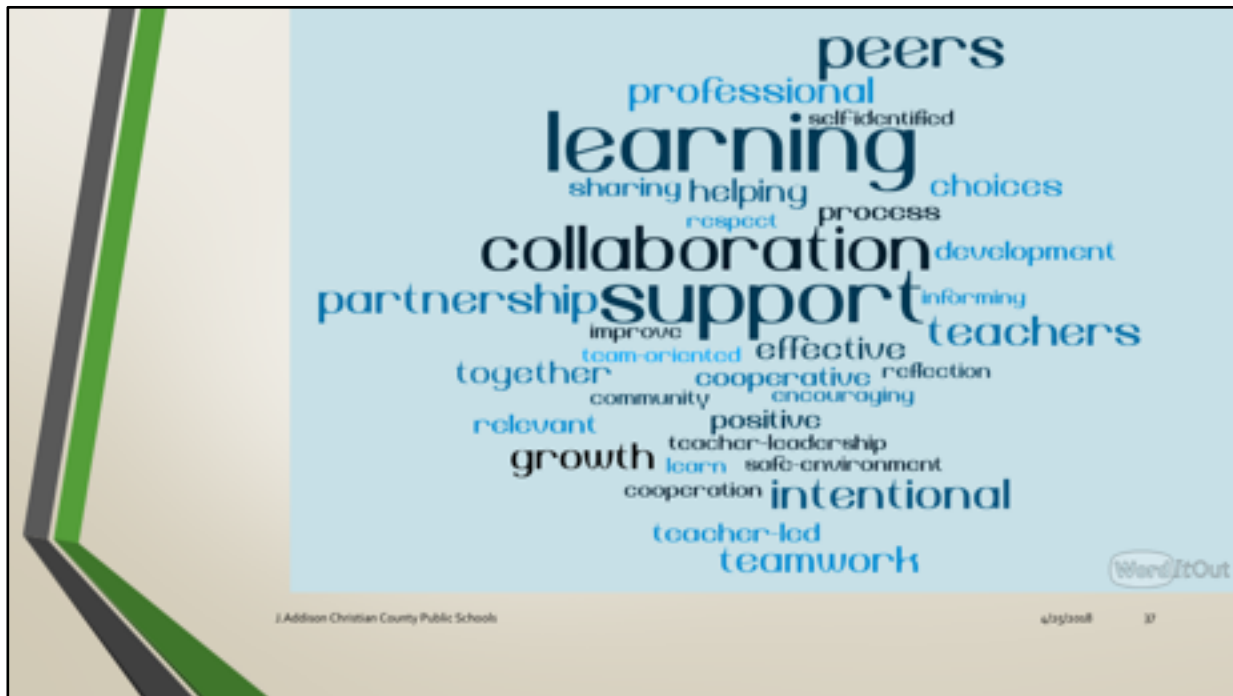
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"I used to think it was just about the test.  
Now I realize how to use this to see what I  
need to teach again or be prepared better  
to teach."



3 teachers representing 3 different schools who did not know each other prior to the math cohort now operate as a small learning team, growing each other.



Facilitators' description of TILT led to this word art...their words, their perception