

Professional Learning Department

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Professional Learning Department– Overview

The current Professional Learning Department was established in 2021.

Our mission is to ensure every student excels by fostering and sustaining a culture for learning, where we engage all district staff in exemplary professional learning.

Our work is guided by EPS Core Values and seen in the following ways:



Alignment

Instructional
Review Plans

School Improvement
Plans

Professional Learning based
on EPS Strategic Themes &
Priority Outcomes

Clarity: promoting clear purpose, outcomes, and alignment in our work.

Coherence/Collaboration: support development of professional learning offerings across all departments and aligned to our strategic initiatives.

Communication: intentional, ongoing processes to ensure the understanding of required training and opportunities for learning. Some avenues of

communication include Principal Packets, Course Catalogs, email updates, and through instructional coaches & district facilitators.

Feedback: each district course includes a required feedback process to inform continuous improvement, professional learning next steps, and monitor impact. Additional methods of feedback are collected, such as subgroup surveys, to guide the development of future courses and address current educational needs. District data is used to monitor longitudinal impact.

Capacity & Efficacy: Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. [It is the number one influence on student achievement](#) and our focus. Courses are designed to ensure various levels of participant's learning capacity and efficacy is addressed, including building awareness of content or initiatives, learning further, finetuning practices, or mastery level classes aimed at reflection and refinement.



Equity: equitable outcomes for students is a common thread in EPS professional learning. Partnering with the Diversity, Equity, and Inclusion Department is a regular practice. Culturally Responsive Educational practices have been elevated in our TPEP, BEST, and Coaching work outlined below.

Inspiration: professional learning should tap into each staff member's "why": their personal passion and purpose to impact student's learning and lives.

Teacher and Principal Evaluation Program– TPEP

About: The Teacher and Principal Evaluation Program is the state system for evaluating certificated teachers. OSPI has aligned the eight TPEP criterion to three published Frameworks (CEL 5D+, Danielson Instructional Framework, and Marzano Instructional Framework). Everett School District uses the [Charlotte Danielson Instructional Framework](#).

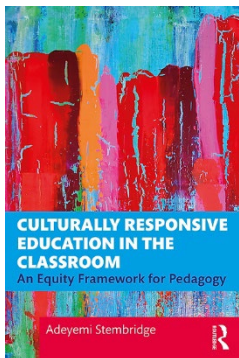
Purpose: The Teacher and Principal Evaluation Program is based on the following principles...

- high quality teaching and leading are key to student success
- growth in practice is developmental in nature
- growth occurs best when there are clear standards of practice supported by quality professional learning and learning-focused feedback
- evaluation systems should reflect and address the career continuum
- the focus for teacher and principal growth should be driven by student learning needs



Audiences & Strategies: The Professional Learning Department provides annual TPEP Trainings for certificated administrators and teachers. The goals of the administrator training are to understand the framework, best practices in evaluation, and learning-focused feedback & conversations. For teachers, our aim is to build their understanding of the framework, instructional and goal setting strategies.

OSPI has recently [revised the Student Growth Goal component of TPEP](#) to elevate culturally responsive teaching practices. We piloted this revised rubric with a grade level at two elementary schools during the 21-22 school year. Over the next two years we will expand that pilot for administrators and teachers. The Danielson Framework has been updated and will be rolled out by OSPI sometime in 2022. We will embed these updates in our Student Growth Goal training.



Dr. Adeyemi Stenbridge's work is foundational in OSPI's revision of the Student Growth Goals. His research and guide for instructional planning is a keystone of our trainings and coaching. In the 2021-22 school year we secured grants to have him lead three residencies for grade level teams at Madison Elementary focused on planning culturally responsive instruction.

TPEP Training Funding Source: a blend of district funding and OSPI grant that annually varies in amount

Beginning Educator Support Team– BEST

About: Our Beginning Educator Support Team (BEST) is grounded in the work of the [state level BEST team](#) and Center for Strengthening the Teaching Profession (CSTP) to provide sustained and purposeful support for early-career educators.

Purpose: The goal is to reduce educator turnover, improve educator quality for student learning, ensure equity of learning opportunity for all students, and help build a diverse teaching force.

Audience: All first-year teachers are assigned to one of our three district level BEST Mentors. Second- and third-year teachers are supported based on need and case load.

Strategies:

- Orientation: Beginning educators are invited to an instructional orientation in August (addressed in the next section) and continued PL throughout the year.
- Mentoring: We have three carefully selected, well trained mentors who form learning-focused relationships with all our beginning educators in EPS to facilitate maximum teacher and student growth. They provide high-quality mentoring and job-embedded professional learning.
- Professional Learning: Our beginning educators have opportunities to engage in intentional, coordinated, and sustained formal and informal job-embedded learning that promotes professional growth, reflections, collaboration, and equitable learning opportunities for students in their classrooms. We have monthly after school training entitled “Starting Strong” that addresses key topics for new educators. Our BEST Mentors regularly visit, observe, and leave non-evaluative feedback for our new educators at their work site. Our Guided Observations of carefully selected veteran teachers are annually one of the top experiences cited by our new educators.
- Feedback and Formative Assessment: Encouraging and reflective instructional formative feedback is provided to our new educators by their mentors, usually in conjunction with a personal meeting. This feedback is strictly for coaching and is non-evaluative.
- Induction Program Assessment: Stakeholders, including district and building leaders, review induction program implementation and impact data to collaboratively plan for program improvement. This committee meets several times throughout the school year.

BEST Team Funding Source: a blend of district funding and an OSPI grant based on number of teachers supported by the program annually

“Washington school districts who are fully engaged in the BEST mentoring program retain new educators at a four percentage-point higher rate than school districts who do not use the program, according to a study published this month by the University of Washington (UW) College of Education’s Center of Teaching and Policy.”
-Superintendent Chris Reykdal

Induction Systems: New Hire Orientations

About: EPS has multiple ways to welcome, support, and accomplish essential procedural tasks efficiently, and leave maximum time for newly hired educators to be effective in the first days, weeks, and month of school.

Purpose & Audience: to integrate our newly hired educators into our district systems and build relationships before their responsibilities begin. We plan and design the trainings to be welcoming, build a sense of belonging, and equip participants for teaching & learning.



Strategies:

- Annually, at the end of August, all new certificated hires are invited to four days of training to learn about district technology, human resource systems, essential policies, curricula, instruction, student engagement, and assessment practices. Two afternoons of the four days are spent at the participant's school site where they are acquainted with building systems and their classroom space.
- New hires are also invited to attend monthly after school training entitled "Starting Strong" that addresses key topics for new educators.
- New hires are paid for all trainings at their per diem rate and offered clock hours.
- New hires are also assigned a Building Support Colleague to support their onboarding throughout the year.
- Anyone hired after the August New Hire Orientation is invited to a condensed version later in the fall.

References: [OSPI Induction Standards](#) and [Section 9.11 of the EEA Contract, pg. 62](#)



"No two induction programs are exactly alike; each caters to the individual culture and specific needs of its unique school or district."

Harry K. Wong, 2004

Induction Systems Funding Source: a blend of district funding and OSPI grant that annually varies in amount

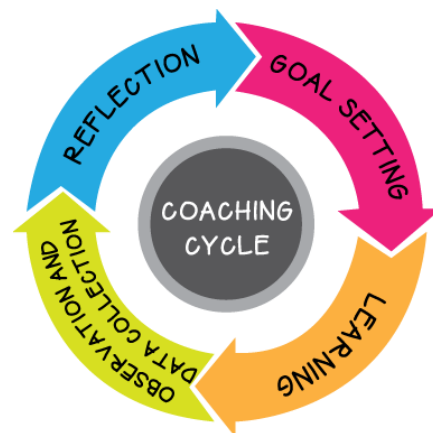
Instructional Coaching Program

About: EPS has full-time ELA and Math Instructional Coaches at each of our 18 elementary schools; and 14 Multi-Lingual Coaches. As mentioned in the introduction, Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. [It is the number one influence on student achievement](#) (Hattie, 2015). Instructional coaches work with teachers individually, in grade level teams, or in whole group settings to build teachers' instructional skills and efficacy.

Purpose & Audience: Everett instructional coaches serve as learning partners with fellow educators. This is a non-evaluative role. Instructional coaches support teachers and provide opportunities to reflect on instruction, professional growth, collaboration and implementation of effective practices that will foster equitable student growth. Coaches are a job embedded professional learning resource.

Strategies:

- Coaches receive training monthly; including four trainings with their building administrator to advance their work as an instructional team.
- Training focuses on: [Student-Centered Coaching Model](#), mentoring stances, coaching moves, equitable practices, working with adult learners, and instructional content.
- In buildings, coaches work to provide an ongoing continuum of professional learning opportunities to support their school's & teacher's goals in service of our students. This may include trainings or planning with teacher(s) during ALIF and ELIF Fridays, engaging in coaching cycles, modeling best practices in classrooms, co-planning, co-teaching, resource support, and support reflection toward continuous improvement & a culture of learning.
- District facilitators support coaches in implementing learning labs in a variety of formats: observing colleagues' classrooms with a pre-brief, observation, and debrief, or participating in an OEL (Observing for Evidence of Learning): plan, rehearse, teach/observe the lesson, debrief.
- ML coaches have additional duties to support state WIDA testing and compliance systems.



Funding Source: varies by school, some coaches are funded through general education funding, others by Title/LAP funds

District Facilitator Collaboration

Purpose: increase communication, collaboration, and professional learning skills for all district facilitators. This includes facilitators from P-5 Instruction, 6-12 Instruction, Student Services, Special Services, Diversity/Equity/Inclusion, and Technology.



Strategies:

- Monthly meetings that include updates on district initiatives, professional learning strategies, department sharing, and feedback processes.

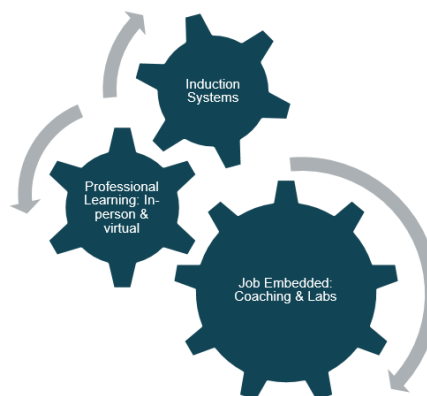
Professional Learning Advisory Council

Purpose: a system to foster clarity, collaboration, communication, and feedback from EPS stakeholders to create and sustain exemplary professional learning so every student excels.

Membership: EPS certificated, classified, and department representatives


Strategies:



- Convene trimesterly to engage in an inquiry cycle utilizing the [Standards for Professional Learning](#), needs assessments, and course evaluations to inform district-wide next steps and impact of all Professional Learning Systems.
- Members of the council elicit feedback from their colleagues as an additional data source.
- Members of the council act as an additional avenue of communication for the district professional learning course catalog.



Funding Source: Professional Learning budget line item

Professional Learning Department– Team

Name(s)	Title	Roles	Extension
<p>Mimi Brown mbrown@everettsd.org</p> 	Director	<ul style="list-style-type: none"> • Collaborate & lead alignment efforts for all district professional learning • Lead EPS Professional Development Council • Lead BEST Team • Coordinate New Hire Orientations • Coordinate TPEP Trainings • Coordinate & Deliver PL for Instructional Coaches • Coordinate training for district facilitators • Support state clockhour requirements • Collaborate & coordinate with building and departments in the design & development of professional learning for all district staff • Owner of B1b Strategic Initiative: Shape and fully implement a comprehensive MTSS System 	4061

<p>Aleta (Bridget) Sphung asphung@everettsd.org</p> 	Administrative Assistant	<ul style="list-style-type: none"> • Support department initiatives • Support state clockhour requirements • Professional Learning budget management • Manage TPEP certification records • Manage district professional learning calendar 	4067
<p>Shelly Bratton sbratton@everettsd.org</p> <p>Stacy Dachenhausen sdachenhausen@everettsd.org</p> <p>LaRae Marks lmarks@everettsd.org</p> 	BEST Mentors (Instructional Facilitators)	<ul style="list-style-type: none"> • Mentor first year teachers • Support second- and third-year teachers • Lead TPEP training • Lead Student Growth Goal Pilot • Members of district strategic initiatives 	4133 4056 4038
Key Partners			
Dr. Shelley Boten	Chief Academic Officer	Direct Supervisor & Collaborator	4050
Dr. Peter Scott	Deputy Superintendent	Partner in professional learning for	4017

		administrators & supervisors	
Anne LaRue	Paraprofessional Professional Learning Coordinator	Partner in professional learning for paraprofessionals	4132
Ingrid Stafford	Frontline Coordinator	Partner in supporting state clockhour requirements	4114
Elementary ELA, Math, ML Coaches	Collaborate in the ongoing refinement of classroom instruction that increases student engagement & achievement.		
Department Directors	Collaborate in the development, alignment, and delivery of professional development to meet district priority outcomes.		
Academic Facilitators	Collaborate in the development, alignment, and delivery of academic content professional development to meet district priority outcomes, such as instructional coaching monthly meetings		