WEBINAR

Putting the “profession” in professional learning: Creating plans that inspire teachers to stay

Today’s webinar

- 45 minutes + Q&A
- Listen-only mode
- Submit questions via the chat box
- Recorded and shareable
- Short survey

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Our panelists

Corbin Edington
Manager, Professional Learning Strategic Accounts, NWEA

Lindsay Prendergast
Professional Learning Consultant, NWEA

Marelenise Phillips-Roberts
Multi-Tiered Systems of Support (MTSS) Director, Dallas Independent School District

Alexandria Cervantes
Multi-Tiered Systems of Support (MTSS) Lead Interventionist, Dallas Independent School District

Professional Learning and Teacher Retention

NWEA Professional Learning in Clark County School District, NV

+ Manager Professional Learning, Strategic Accounts

Corbin Edginton

+ Corbin.edginton@nwea.org

+ Region 3 Lead

Lindsay Prendergast

+ Lindsay.prendergast@nwea.org

Clark County School District

- Nation's 5th largest school district
- Located in Fabulous Las Vegas!
- Serving over 300,000 students
- More than 40,000 team members across the District
- 3 Regions to support school sites

Our partnership with CCSD

- MAP Growth K-10, MAP Accelerator, MAP Reading Fluency
- District wide math and ELA curriculum
- MTSS (Tier 1) roll-out
- CCSD PLC framework
- Region Support Team Coach for each Region
  - Aligned to Region and school site needs
  - 20 schools per coach
  - Differentiated

Areas of Support

01

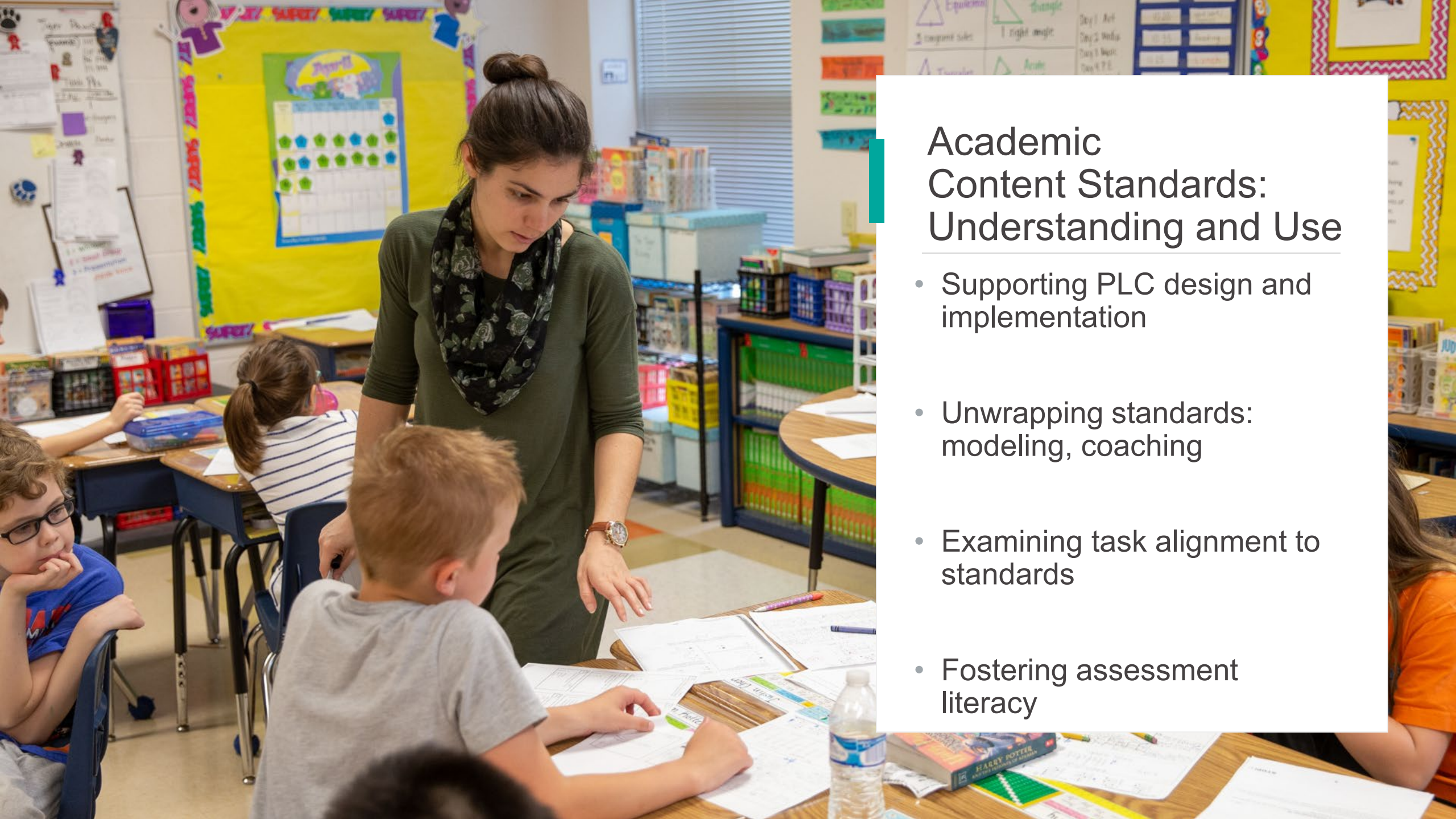
- Academic Content Standards: Understanding and Use

02

- Culture of Data Use

03

- Long Range Professional Learning



Academic Content Standards: Understanding and Use

- Supporting PLC design and implementation
- Unwrapping standards: modeling, coaching
- Examining task alignment to standards
- Fostering assessment literacy

Culture of Data Use

- Instructional rounds: direct coaching, peer observations, examining trends to inform professional learning and support
- Data use cycles: assessment literacy coaching, informing strategic support using data, fostering a culture of inquiry
- Feedback: focused on professional growth areas, centered around informing ongoing support

Long-Range Professional Learning

- Supporting school sites in aligning needs based on embedded supports
- Serving as a thought-partner with leaders to differentiate support for teachers
- Example: District Professional Learning Initiative
  - Redelivery
  - Context
  - Bite-sized
  - Applicable

Outcomes & Reflections

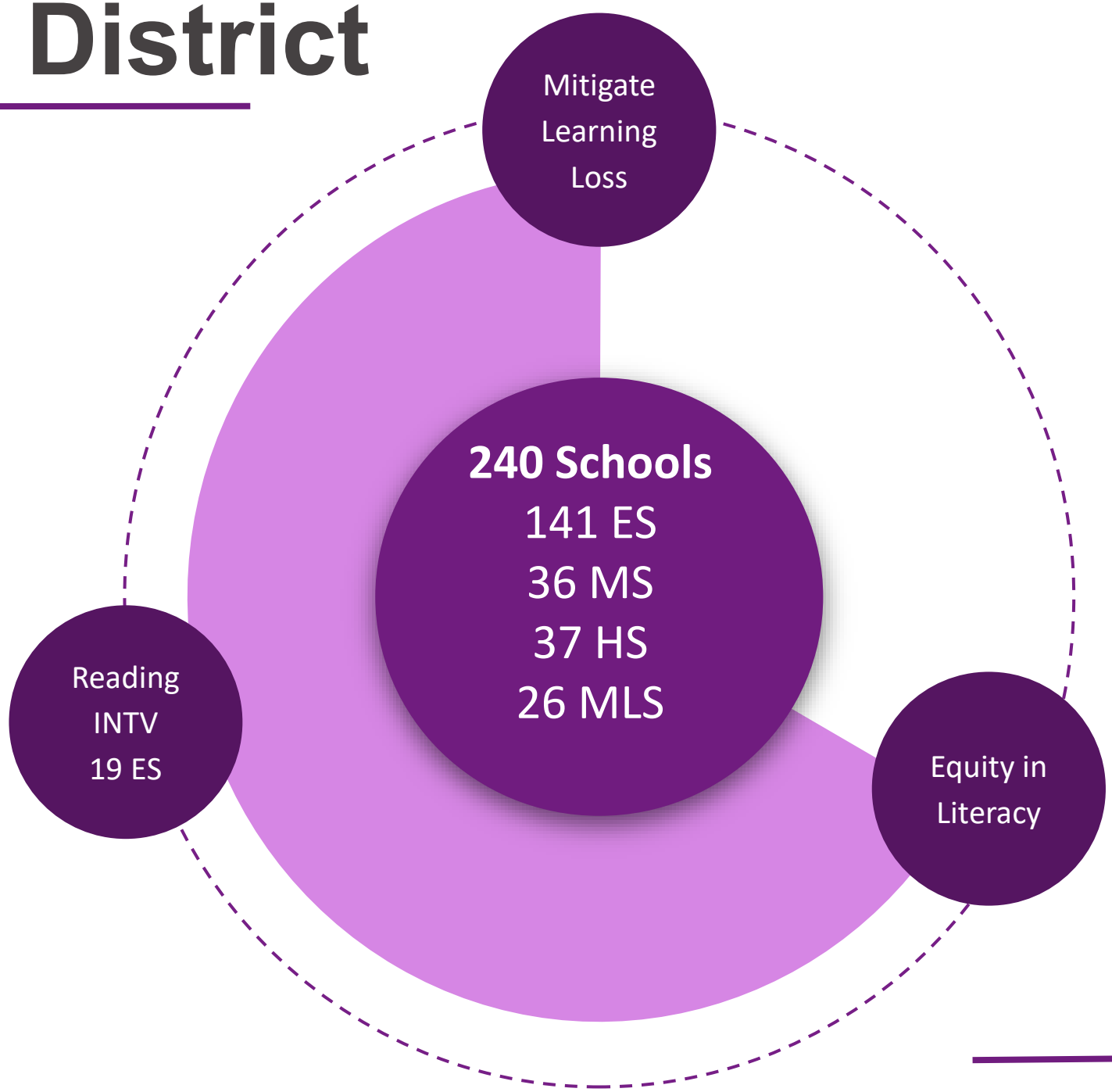
- Teacher retention in most schools receiving support highest since 2020-2021 school year
- Increased support enables teachers to meet the urgent, complex demands of pandemic recovery efforts
- District expectations of instructional leadership by leaders are evolving rapidly; direct support for teachers to learn the "how" is nonnegotiable
- While consistency and clarity of expectations are essential, differentiated approach ensures teachers' unique needs are addressed

NWEA Professional Learning in Dallas ISD, TX

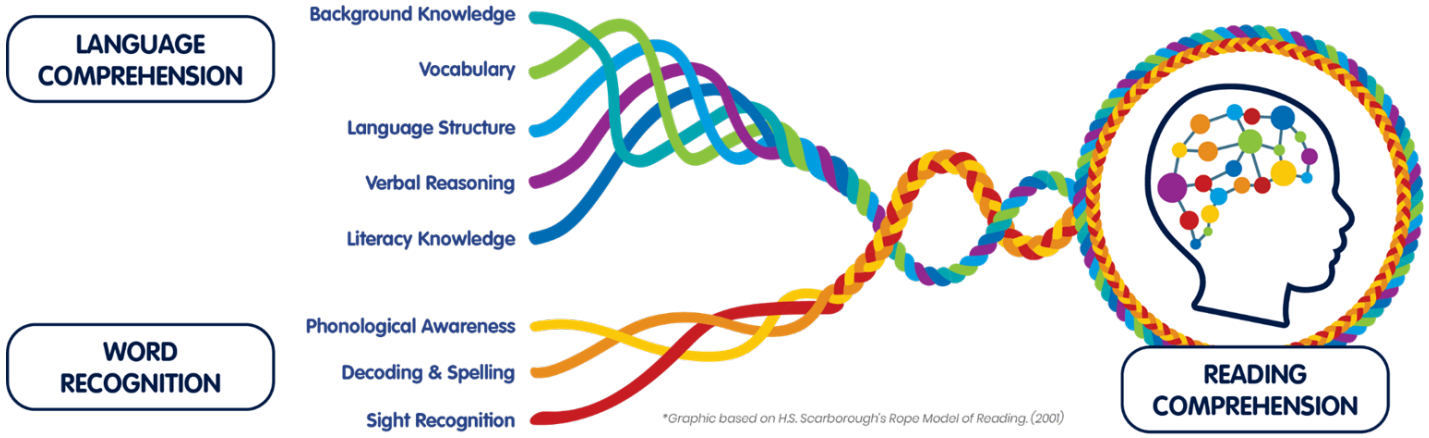
Marelenise Phillips-Roberts, Multi-Tiered Systems of Support (MTSS) Director

Alexandria Cervantes, Multi-Tiered Systems of Support (MTSS) Lead Interventionist

About the District



Our Why



FEEDBACK

map® GROWTH™

The Professional Learning Plan

Various Experiences	Collaboration	Implementation

• *New intervention model*
• *Teachers experience:*
  ○ *Dyslexia trained*
  ○ *SPED*
  ○ *Classroom Reading teachers*
	• *Integrating Supports for Success*
	• *Building Fluent Readers*
	• *Early Word Recognition*
		• *10-12 weeks of PL*
		• *Incorporating specific action steps to ensure implementation and reflection of practices*

Educator Impact

"These trainings are GOOOOOOD😁!"

"I enjoyed that the training was engaging, interactive, and directly related to the work we do with our students."

"I liked when they shared the breakdown of the how they compute the goals for the various grade levels with the chart, so that we can have a better understanding of how to interpret the MRF data and how our students compare to the norms."

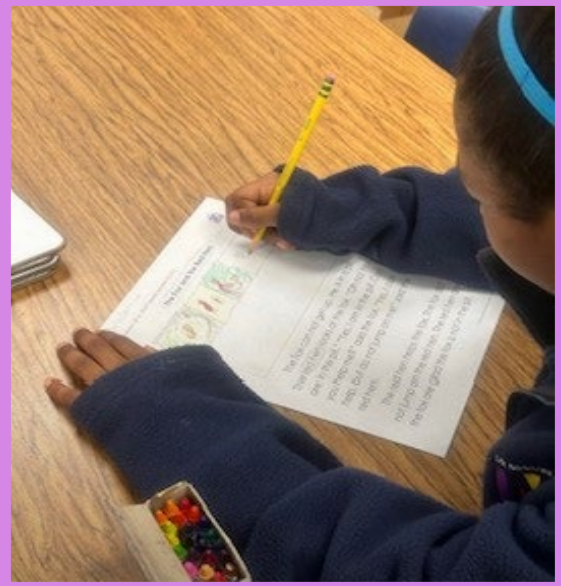
"I liked gaining new knowledge about integrating supports for the success of students. It is our responsibility to reach ALL learners."

MOY - 59% of MTSS Interventionist had 50% or more of their students meet or exceed their growth goal.

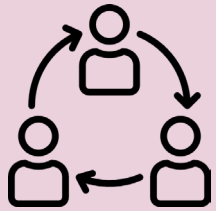
Student Impact

52% of students met their MAP Growth Goal by MOY!

Students receiving MTSS Interventions grew an average of **12 RIT Points!**



Professional Learning Lessons

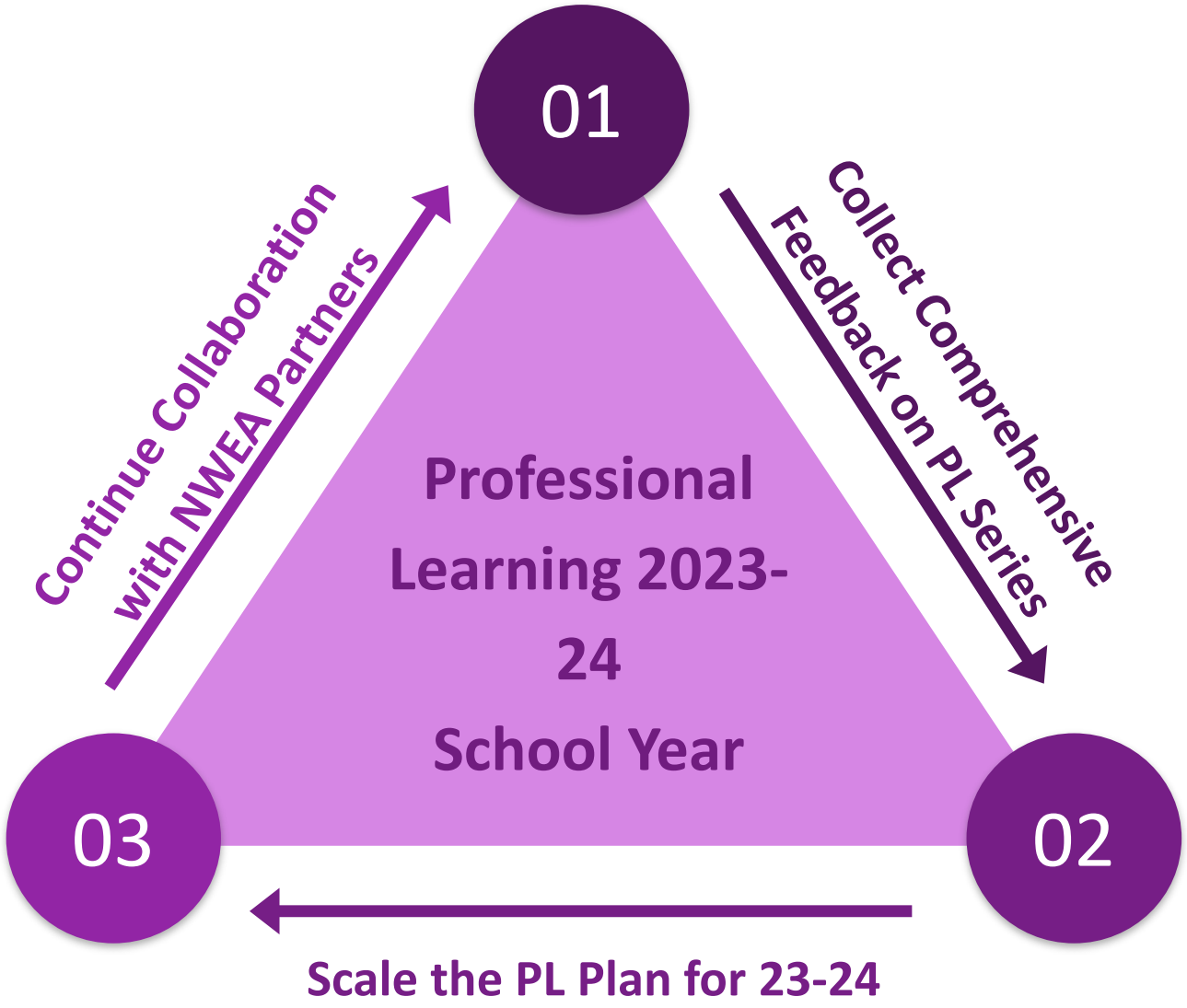


Collaborative Partnership

Teacher Empowerment

Relevance
Rigor
Resources and Tools

Where to Next?

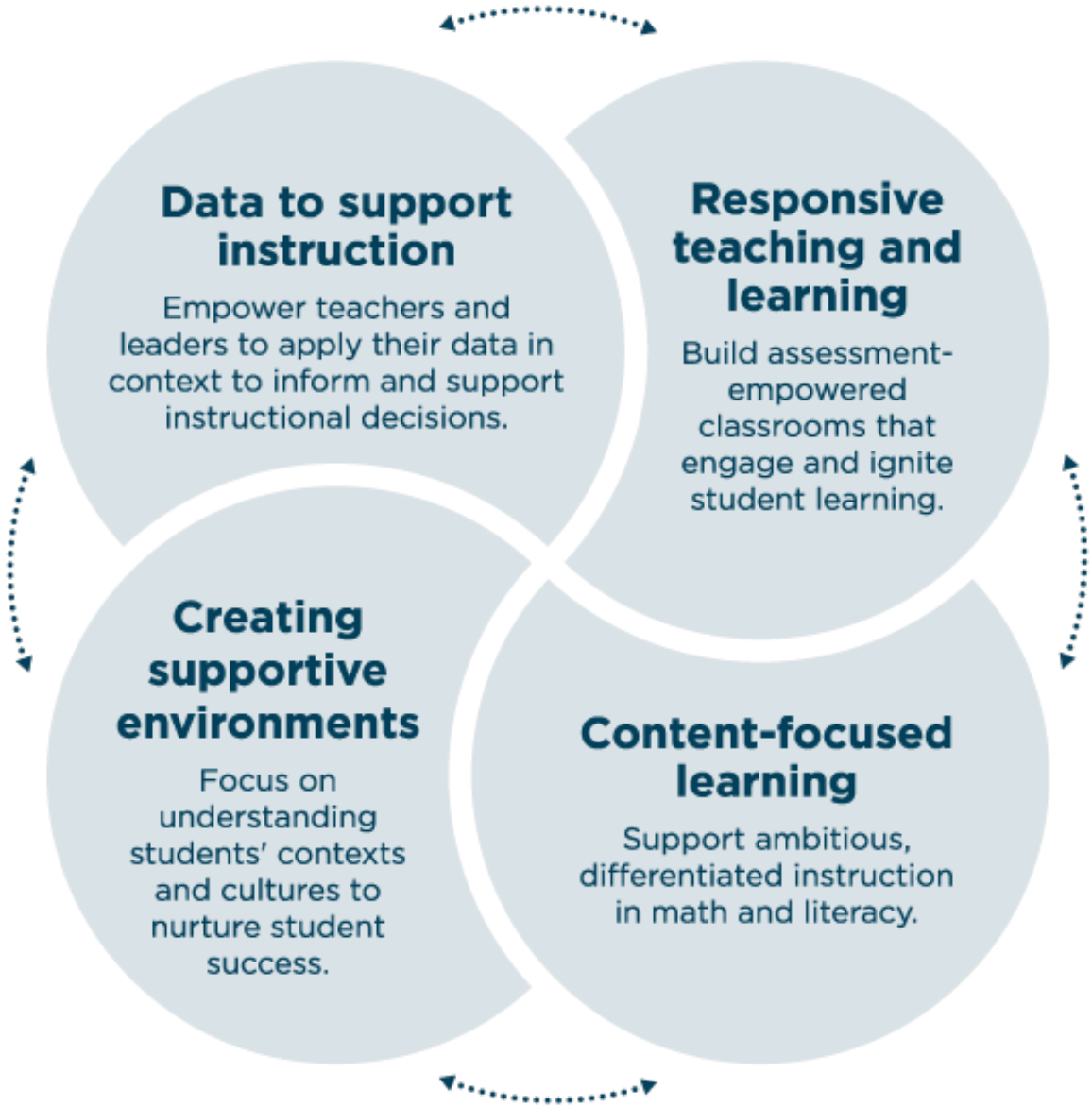


Thank you!

Marelenise Phillips-Roberts, Multi-Tiered Systems of Support (MTSS) Director

Alexandria Cervantes, Multi-Tiered Systems of Support (MTSS) Lead Interventionist

Meaningful, measurable instructional change



Amplify and measure impact

Instructional coaching for teachers

Learning and evaluation services

Q & A

Power Up Professional Practice with the NWEA Summer Learning Series

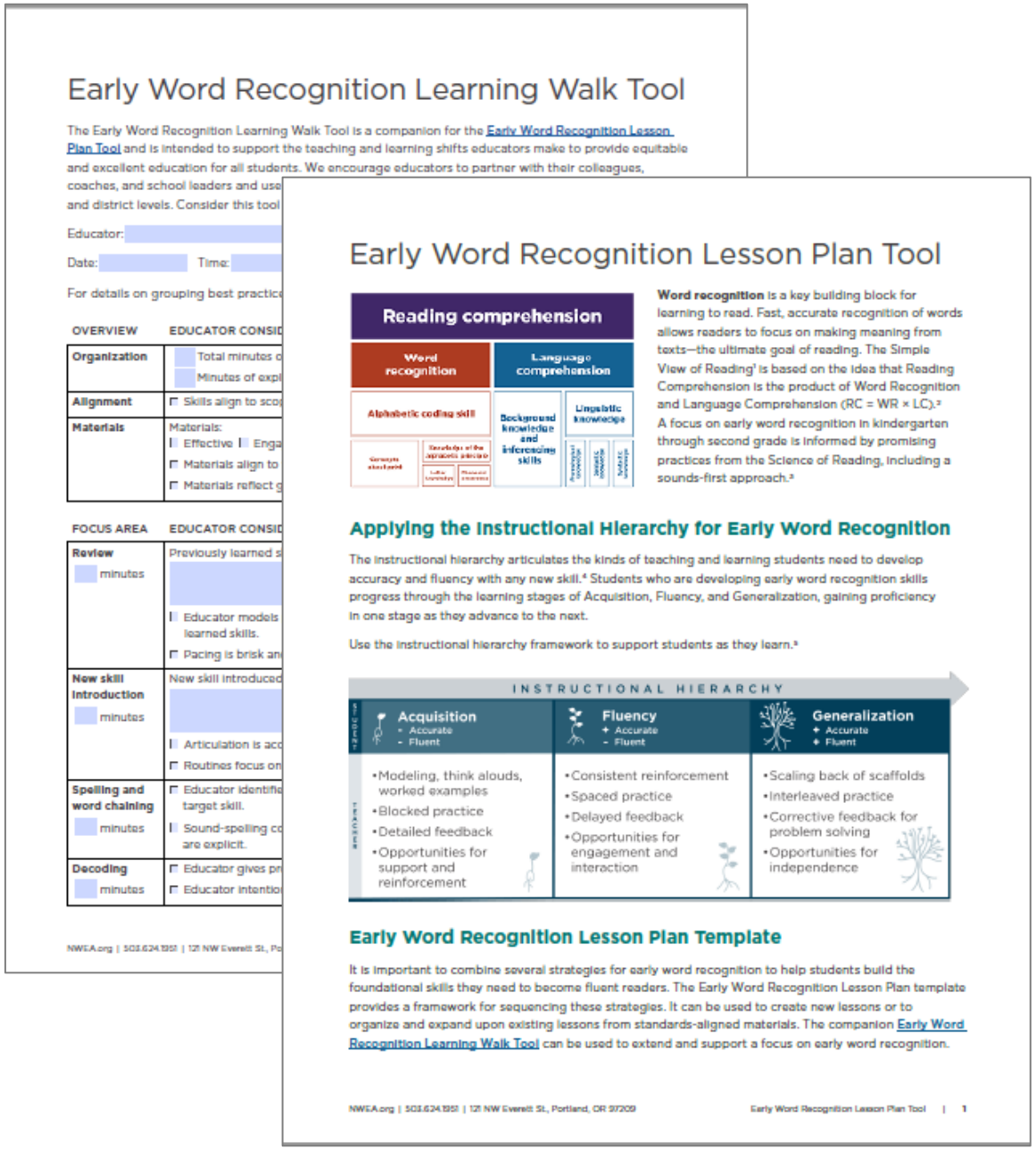
Register here:

Discount code: summer20

nwea.us/summer-learning

Resources

- Responsive Literacy Practices brochure
- Early Word Recognition Learning Walk tool
- Early Word Recognition Lesson Plan tool
- Differentiated School Support handout (next page)



Early Word Recognition Learning Walk Tool

The Early Word Recognition Learning Walk Tool is a companion for the Early Word Recognition Lesson Plan Tool and is intended to support the teaching and learning shifts educators make to provide equitable and excellent education for all students. We encourage educators to partner with their colleagues, coaches, and school leaders and use

and district levels. Consider this tool

Educator:

Date: Time:

For details on grouping best practice

OVERVIEW	EDUCATOR CONSID
Organization	Total minutes o Minutes of expl
Alignment	Skills align to sco
Materials	Materials: Effective Enga Materials align to Materials reflect g

FOCUS AREA	EDUCATOR CONSID
Review minutes	Previously learned s Educator models learned skills. Pacing is brisk an
New skill introduction minutes	New skill introduced Articulation is acc Routines focus on
Spelling and word chaining minutes	Educator identifie target skill. Sound-spelling co are explicit.
Decoding minutes	Educator gives pr Educator intentio

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Early Word Recognition Lesson Plan Tool

Word recognition is a key building block for learning to read. Fast, accurate recognition of words allows readers to focus on making meaning from texts—the ultimate goal of reading. The Simple View of Reading[1] is based on the idea that Reading Comprehension is the product of Word Recognition and Language Comprehension (RC = WR × LC).[2] A focus on early word recognition in kindergarten through second grade is informed by promising practices from the Science of Reading, including a sounds-first approach.[3]

Applying the Instructional Hierarchy for Early Word Recognition

The instructional hierarchy articulates the kinds of teaching and learning students need to develop accuracy and fluency with any new skill.[4] Students who are developing early word recognition skills progress through the learning stages of Acquisition, Fluency, and Generalization, gaining proficiency in one stage as they advance to the next.

Use the instructional hierarchy framework to support students as they learn.[5]

Early Word Recognition Lesson Plan Template

It is important to combine several strategies for early word recognition to help students build the foundational skills they need to become fluent readers. The Early Word Recognition Lesson Plan template provides a framework for sequencing these strategies. It can be used to create new lessons or to organize and expand upon existing lessons from standards-aligned materials. The companion Early Word Recognition Learning Walk Tool can be used to extend and support a focus on early word recognition.

NWEA.org | 503.624.1951 | 121 NW Everett St., Portland, OR 97209 Early Word Recognition Lesson Plan Tool | 1

nwea Professional Learning

Differentiated School Support Offerings

NWEA® works with our district partners to provide tailored, differentiated supports to educators. These supports are designed to align key focus areas and comprehensively connect professional learning. The following table shares examples of NWEA school support offerings. It is not exhaustive, but it can help guide conversations between stakeholders.

SUPPORT FOCUS AREA	EXAMPLES OF SUPPORT	EXAMPLES OF CONNECTED RESOURCES
Academic Content Standards: Understanding, Use, and Implementation	• Instructional walks • Professional learning on responsive planning • Standards unwrapping with teams • Student work analysis • Data analysis to plan Tier I supports • Targeted grade-level and content area supports • Professional learning or observations on student discourse and engagement	Instructional rounds Observation tools Professional learning community (PLC) support District assessment data analysis protocols
Multiyear Long-Range Planning	• School site goals for professional learning • School site updates (check-ins on plans, progress, and potential revisions) • Professional learning facilitation (i.e., MAP® Reading Fluency™ and data analysis) • Feedback conversations from instructional rounds/ PLCs to inform professional learning plans • Professional learning planning with instructional leaders • Data analysis to inform professional learning	Site-specific goals NWEA Professional Learning offerings

SUPPORT FOCUS AREA	EXAMPLES OF SUPPORT	EXAMPLES OF CONNECTED RESOURCES
Culture of Data Use	• Supports focused on assessment literacy • MAP® Growth™ report application • MAP Reading Fluency data analysis • MAP® Accelerator™ data analysis • PLC observations focused on data analysis and use • Focused professional learning on testing conditions and proctoring • Data-informed decision-making support • Data analysis to inform equity professional learning and response	District protocols District learning software and library Coordination with district offices MAP Growth reports

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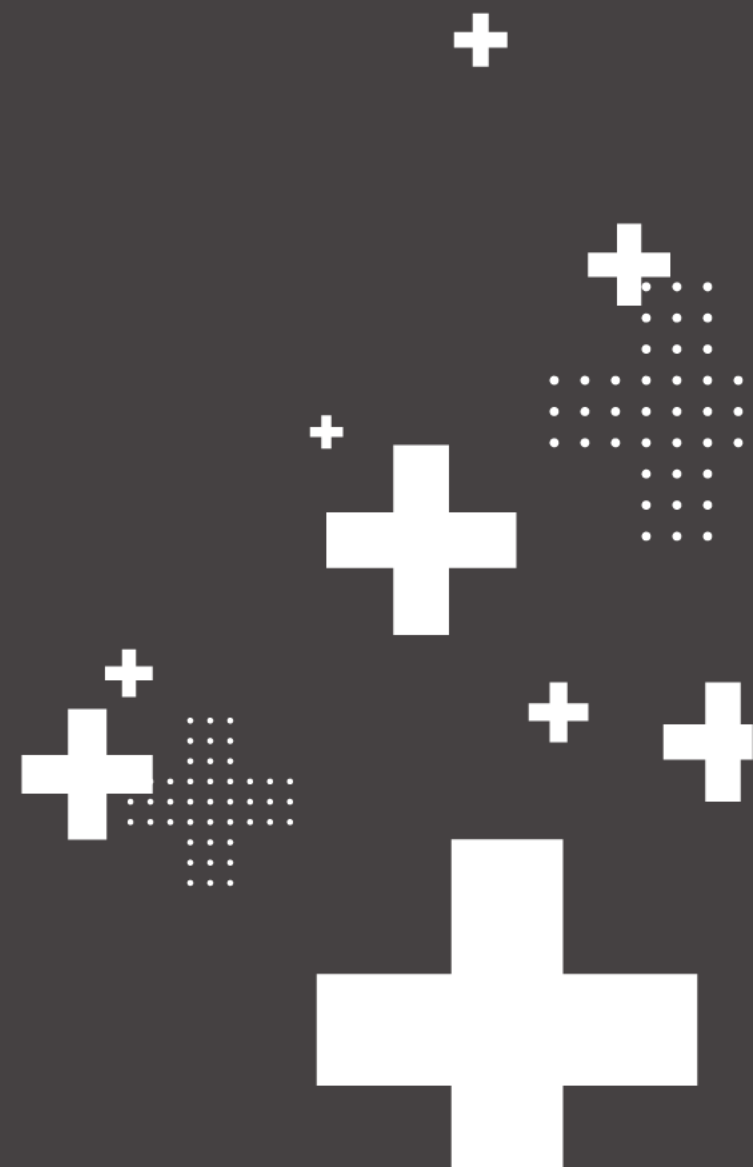
Thank you!

On-demand

Slides

Survey



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