

INSTRUCTIONAL PRIORITIES ALIGNMENT OVERVIEW

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INTRODUCTION

This report was constructed based on a review of the Lake County Schools' ("LCS") Strategic Finance Plan ("SFP"), LCS's District Strategic Priorities ("DSP"), and interviews with District personnel responsible for the priorities the SFP describes. After reviewing these sources, various points of alignment between the priorities emerged.

These points of alignment illustrate the interconnected manner by which LCS's seven instructional priorities drive toward creating college and career ready ("C² Ready") students. Part A provides a high-level description of the system that these relationships form. Part B shifts the focus from the system as a whole to the instructional priorities themselves. For each instructional priority, the section describes the relationships between that priority and the other instructional priorities. Part B also suggests leverage points for each instructional priority. Leverage points, as defined in the table below, are actions the District could take to further efforts toward a goal shared by two or more instructional priorities. Part C summarizes these leverage points to inform the strategic planning efforts of District leadership.

This report considers the relationships between instructional priorities through the lens of their ideal alignment with one another. In doing so, it describes relationships of two general types: supporting relationships and through lines. Supporting relationships occur when one priority supports a goal of another. In general, all priorities have some supporting relationship to student achievement, therefore, priorities that aim to directly impact student achievement tend to be supported *by* other priorities, whereas priorities that aim to indirectly impact student achievement tend to provide support *for* other priorities. Through lines are resources or activities that two or more priorities both rely on to achieve their goals. These through lines provide a shared foundation for the instructional priorities.

Because this report describes an idealized version of the alignment between the priorities, some of the relationships that it identifies currently exist, others partially exist, and still others could, but currently do not, exist. The leverage points suggest several places where, due to the relationships between two or several priorities, strategic actions by the District might maximize their return on investment for two or several priorities.

Leverage Points	Actions the District could take to further efforts toward a goal shared by two or more instructional priorities.
Supporting Relationships	Connections that occur when one priority directly or indirectly supports the goal of another.
Through Lines	Resources, goals, or activities that two or more priorities share, and which provide a common foundation for the instructional priorities.

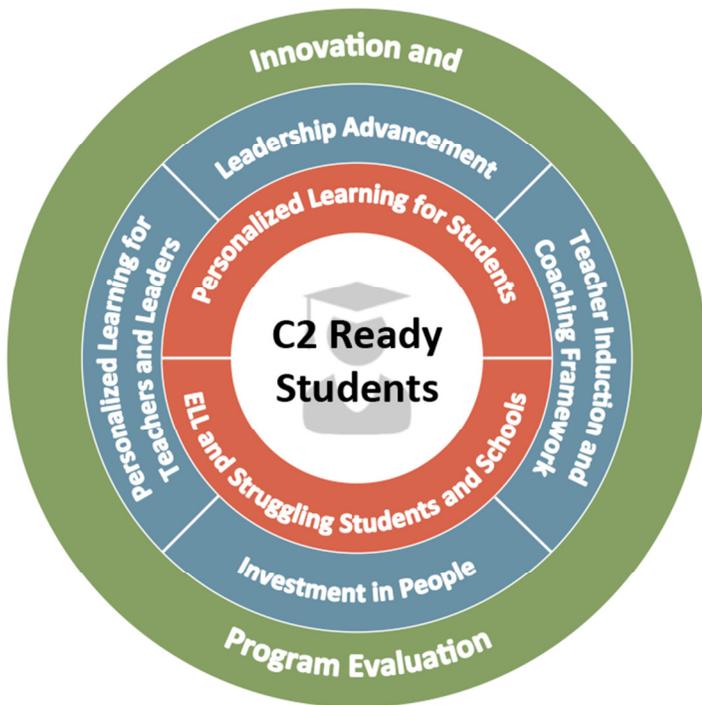
LAKE COUNTY SCHOOLS INSTRUCTIONAL PRIORITIES

INSTRUCTIONAL PRIORITIES OVERVIEW

Seven instructional priorities power Lake County Schools' mission to improve student outcomes. The visual below depicts these priorities and the relationships between them.

The visual does not rank priorities in order of importance or urgency. Instead, it groups them in concentric layers by a shared focus or goal, with external layers generally supporting internal layers.

At the center is the District's ultimate goal of developing C² Ready students. Two student-focused priorities, **Personalized Learning for Students** and **ELL and Struggling Students and Schools**, directly support this goal by driving towards improving student outcomes. The four instructional priorities that seek to increase teacher and leader capacity, including **Leadership Advancement**, the **Teacher Induction and Coaching Framework**, **Investment in People**, and **Personalized Learning for Teachers and Leaders**, indirectly support this goal. The outer layer, which contains **Innovation and Program Evaluation**, also indirectly drives toward student success by supporting efficient outcomes and return on investment for the District's initiatives.



PERSONALIZED LEARNING FOR STUDENTS

A method of instruction that encourages students to take increased ownership of their learning in order to achieve mastery of standards and demonstrate competencies through personalized learning pathways.

ELL AND STRUGGLING STUDENTS & SCHOOLS

A set of resources and strategies to help meet the needs of English Language Learners and Level 1 and Level 2 students including outreach activities, training in culturally responsive instruction, and other professional development.

LEADERSHIP ADVANCEMENT

A system for developing effective leaders through coaching, mentorship, professional development, and formative and evaluative walkthroughs.

TEACHER INDUCTION & COACHING FRAMEWORK

A set of strategies to retain and develop early-career teachers by offering site-based support for all first-year teachers; collaborative support, in conjunction with school leadership teams, for second- and third-year teachers; and training for instructional coaches.

INVESTMENT IN PEOPLE

A system for retaining the most effective teachers through incentives that reward teachers and a career ladder for providing leadership opportunities based on performance in summative evaluations.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

A strategy for tailoring professional learning to individual teacher interests and needs by providing multi-modal professional development, establishing time for teacher collaboration and planning, and offering multiple forms of feedback from a variety of sources.

INNOVATION AND PROGRAM EVALUATION

A framework for monitoring and evaluating new and existing programs and initiatives to ensure they are cost-effective drivers of student achievement.

INSTRUCTIONAL PRIORITY ALIGNMENT

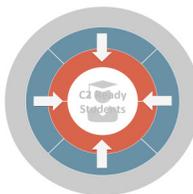
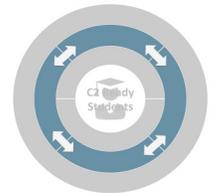
Together, LCS's instructional priorities establish a cohesive strategy for improvement that addresses instruction, teacher and leader capacity, and District efficiency. While each priority has the potential to improve District outcomes independent of the others, it is their alignment that will allow for deep transformation. The analysis below characterizes these alignments as either **supporting relationships**, which occur when one priority directly or indirectly supports the goal of another, or **through lines**, which occur when one or several priorities share a common resource or activity.

SUPPORTING RELATIONSHIPS



Personalized Learning for Students and ELL and Struggling Students and Schools are parallel efforts to increase student achievement. Personalized Learning for Students attempts to increase student achievement by empowering learners to take control over their education. ELL and Struggling Students and Schools attempts to increase student achievement by funneling resources toward the District's neediest populations.

Personalized Learning for Teachers and Leaders, Leadership Advancement, Investment in People, and the Teacher Induction and Coaching Framework share the goal of developing a more capable and committed workforce by investing in teachers and leaders. Utilizing coaching frameworks and career-advancement pathways, supported by a variety of professional development strategies, the District cultivates a talent pool of committed and effective teacher-leaders. Together, these priorities support teachers and leaders throughout their careers and nurture a strong teaching and learning community in the District.



Personalized Learning for Teachers and Leaders, Leadership Advancement, Investment in People, and the Teacher Induction and Coaching Framework together drive towards improving instruction and student achievement. By coaching teachers and leaders, aligning the evaluation framework, developing incentives for effective teachers and leaders, and creating opportunities for collaboration and adult learning, each priority provides tools for teachers and leaders to address students' needs in the classroom and to increase student achievement.

Innovation and Program Evaluation drives all priorities. By continuously monitoring to ensure that these initiatives foster student achievement and build District capacity in a cost-effective manner, this priority distinguishes between programs that effectively and efficiently drive student achievement and those that do not.



THROUGH LINES

- **Framework for High-Quality Instruction.** A common understanding of effective pedagogy, rooted in the Marzano Instructional Framework, provides a resource for each instructional priority. This understanding informs teachers in both personalized and traditional classrooms; it provides the foundation for efforts to meet the needs of ELL and Level 1 and 2 students; and it gives direction to those instructional priorities focused on building teacher capacity.
- **Learning Standards and Competencies.** Expectations for student learning are defined by a shared set of standards and competencies. While the Florida State Standards outline "what" LCS expects C² Ready students to know, key learn competencies articulate "how" LCS can be certain students know it. Both Personalized Learning for Students and ELL and Struggling Students and Schools are efforts to encourage District students to meet state standards and demonstrate competencies, variously through learner empowerment and resource allocation to at-risk students.
- **Performance Return Metrics.** Each instructional priority has identified metrics, including priority specific metrics and a subset of LCS Key Performance Indicators (KPIs), to measure the quality of the priority's implementation and its resulting impact. Innovation and Program Evaluation provides the framework for monitoring and evaluating the priorities against these metrics and ensures rigorous execution and the achievement of desired results.

PERSONALIZED LEARNING FOR STUDENTS

PRIORITY OVERVIEW

Personalized Learning for Students places the learner at the center of the instructional process by tailoring lessons to the learner’s interests and needs. This instructional method encourages students to take increased ownership over their learning as they progress through personalized learning pathways. The teacher co-creates these pathways with students and actively guides learning using flexible tools and classroom environments rather than traditional instruction.



KEY ACTIVITIES

- Develop and implement learner profiles and individual pathways to mastery for each student
- Establish a system of competency-based progression
- Transition to flexible learning environments in classrooms
- Design learner-centered classroom experiences

ALIGNMENT ANALYSIS

ELL AND STRUGGLING STUDENTS AND SCHOOLS

- Personalized Learning for Students and ELL and Struggling Students and Schools work in parallel to support student success as assessed by the mastery of the Florida State Standards.
- The more flexible use of time and space encouraged by Personalized Learning for Students may allow teachers to allocate more time to supporting ELL and struggling students.
- Developing individualized learner profiles and personalized learning pathways could help create a deeper understanding of ELL and Level 1 and Level 2 students’ needs.

LEADERSHIP ADVANCEMENT

- Capable leaders developed through the Leadership Advancement priority can aid in the transition from a traditional to a personalized model of teaching and learning.
- Knowledge sharing between school leaders through professional learning communities and central-office knowledge brokers could facilitate the transition to personalized learning.

TEACHER INDUCTION AND COACHING FRAMEWORK

- New teachers in personalized-learning schools may benefit from the additional support and in-school coaching offered through the Teacher Induction and Coaching Framework.
- A common understanding of effective instruction based on the Marzano Framework can ensure consistent messaging to new teachers regarding what excellent practice in a personalized learning classroom looks like.

INVESTMENT IN PEOPLE

- The transition to personalized learning creates leadership opportunities for teacher-leaders who can guide its school-level implementation.
- The retention of effective teachers and leaders through Investment in People’s incentive structure and career ladder builds capacity within personalized learning planning, pilot, and launch schools.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

- A shared pedagogical philosophy between Personalized Learning for Teachers and Leaders and Personalized Learning for Students that is focused on learner choice and agency may build buy-in for the transition to personalize learning for students.
- Collaborative time, in which teachers can create and share resources, may support the creation and design of individualized learner pathways, which requires extensive planning.
- Professional development builds the instructional capacity to teach in a personalized way.

INNOVATION AND PROGRAM EVALUATION

- Through jointly defined performance metrics, Innovation and Program Evaluation monitors the ongoing effectiveness of the personalized learning implementation

LEVERAGE POINTS

✓ BUILD LEADERSHIP FOR DISTRICT INITIATIVES

School-based leaders guide the transition to personalized learning. Through professional learning communities, coaching, and other professional development, the District should intentionally build the capacity in its administrators to lead the school-level transition to personalization. In addition to developing administrators, the District should identify highly effective teachers to provide additional leadership during the transition to personalized learning.

✓ CREATE A SHARED DEFINITION OF PERSONALIZATION

A core definition of personalized learning, applied to both student and adult learning and common to all District schools, would structure inter-school knowledge-sharing around best practice, improve the central office's ability to create shared resources, and facilitate professional learning for teachers in personalized classrooms.

✓ DEFINING QUALITY AT EACH STAGE OF WORK

Working with Innovation and Program Evaluation to define implementation metrics and aligned data collection tools would support improved monitoring of the quality of the work and inform early and midcourse corrections.

✓ TAILOR INSTRUCTION TO STUDENTS' NEEDS DISTRICT-WIDE

Personalized Learning for Students could work in tandem with ELL and Struggling Students and Schools to tailor instruction toward meeting students' needs. By defining multiple pathways to mastery, teachers can better ensure their instruction reaches at-risk students. By structuring classrooms to allow for increased learner autonomy, the teachers could create opportunities to provide ELL and struggling students with individualized attention.

✓ TARGET PROFESSIONAL LEARNING TO DISTRICT EFFORTS AND NEEDS

Personalized Learning for Students requires a reorientation of traditional pedagogical methods. The instructional priorities that build teacher and leader capacity could support this fundamental reorientation.

✓ UNIFY DISTRICT DEFINITIONS OF HIGH-QUALITY TEACHING

The District should ensure that a shared definition of high-quality teaching informs both the professional learning and the evaluation of teachers at schools that have transitioned to personalized learning in addition to schools still conducting a traditional model of instruction. A common understanding of effective teaching based on the Marzano Framework with adjusted weights and look-fors to better assess teacher effectiveness could facilitate professional learning at planning, pilot, and launch schools and help personalized learning teachers move through LIFT for LCS.

ELL AND STRUGGLING STUDENTS AND SCHOOLS

PRIORITY OVERVIEW

This priority focuses on channeling resources towards English Language Learners (“ELL”) and Level 1 and Level 2 students. By conducting outreach activities to parents and the community, training educators in culturally responsive instruction, and providing professional development opportunities, this priority supports increased achievement for ELL and struggling students and schools.



KEY ACTIVITIES

- Engage parents and the community through outreach
- Define and promote culturally responsive instruction
- Engage in professional development around strategies to reach ELL and struggling students

ALIGNMENT ANALYSIS

PERSONALIZED LEARNING FOR STUDENTS

- Personalized Learning for Students and ELL and Struggling Students and Schools work in parallel to support student success assessed by the mastery of the Florida State Standards.
- Personalized Learning for Students may help teachers to define additional time to dedicate towards ELL and struggling students, which may improve instructional outcomes for these subgroups.
- The focus on developing individualized learner profiles and pathways in Personalized Learning for Students may assist teachers in building deeper understanding of the needs of their ELL and Level 1 and 2 students.

LEADERSHIP ADVANCEMENT

- Effective leaders are needed to support struggling schools and Leadership Advancement offers these leaders coaching and support.

INVESTMENT IN PEOPLE

- Investment in People’s talent development pipeline creates leadership opportunities, which resemble the leadership opportunities created by Acceleration Resource Teacher position.
- Because the talent development pipeline allocates resources to schools with at-risk populations, it reinforces ELL and Struggling Students efforts to reach similar populations.
- Teacher-leaders, created by the talent development pipeline, build school-based capacity to meet the needs of ELL and struggling students.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

- District capacity-building efforts like teacher collaborative time, multi-modal professional development, and frequent feedback support teachers in meeting the needs of ELL and Level 1 and 2 students.
- The Florida Standards Teacher role is a position of teacher leadership similar to the position of the school-based Accelerated Resource Teachers.

TEACHER INDUCTION AND COACHING FRAMEWORK.

- Coaching and other professional development builds capacity in early-career teachers to meet the needs of ELL and Level 1 and 2 students.

INNOVATION AND PROGRAM EVALUATION.

- Through jointly defined performance metrics, Innovation and Program Evaluation monitors the ongoing effectiveness of resource allocation toward ELL and struggling students.

LEVERAGE POINTS

✓ DEFINING QUALITY AT EACH STAGE OF WORK

Working with Innovation and Program Evaluation to define implementation metrics and aligned data collection tools would support improved monitoring of the quality of the work and inform early and midcourse corrections.

✓ TAILOR INSTRUCTION TO STUDENTS' NEEDS DISTRICT-WIDE

ELL and Struggling Students and Schools intends to provide the District's neediest students with the resources necessary to ensure mastery of Florida State Standards. This priority could work together with Personalized Learning for Students to define strategies to meet the needs of all students, including these at-risk populations.

✓ TARGET PROFESSIONAL LEARNING TO DISTRICT EFFORTS AND NEEDS

ELL and Struggling Students and Schools builds capacity in District teachers to meet the needs of the District's neediest students. The professional learning that occurs in the other instructional priorities could be strategically targeted at schools with high population of ELL and struggling students to ensure better outcomes for all students.

LEADERSHIP ADVANCEMENT

PRIORITY OVERVIEW

Leadership Advancement develops effective leaders through coaching and mentorship aligned to a structured development pyramid. The Director of Leadership organizes professional development for all District and school leaders and provides regular feedback to the District's early-career leaders. Additionally, the Director of Leadership conducts formative and evaluative walk-throughs to monitor school leaders' performance and to understand their needs.



KEY ACTIVITIES

- Provide in-depth coaching support for early-career principals
- Facilitate systems and structures that enhance coaching and capacity building for all principals through professional learning communities, mentoring, and professional development

ALIGNMENT ANALYSIS

PERSONALIZED LEARNING FOR STUDENTS

- Effective and well-supported school leaders guide the planning, piloting, and launch of personalized learning in schools.

ELL AND STRUGGLING STUDENTS AND SCHOOLS.

- Schools with large populations of at-risk students will benefit from an effective and well-supported leadership.

TEACHER INDUCTION AND COACHING FRAMEWORK

- Leadership Advancement, like the Teachers Induction and Coaching Framework, seeks to build the capacity of District personnel through coaching and mentorship.
- Early-career teachers rely on the guidance and support of school-based leaders as they integrate themselves into the school community.

INVESTMENT IN PEOPLE

- A faculty of strong teacher-leaders may provide a support network for early-career principals as principals develop administrative and leadership skills.
- Effective leaders can create positive school communities that foster highly effective teaching and improve teacher retention.
- Investment in People parallels Leadership Advancement's goal to build District leadership capacity.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

- Principals may rely on personalized professional learning to build the capacity of teachers and leaders in their schools, as well as their own capacity.

INNOVATION AND PROGRAM EVALUATION

- Through jointly defined performance metrics, Innovation and Program Evaluation monitors the ongoing effectiveness of resource allocation toward Leadership Advancement.

LEVERAGE POINTS

✓ BUILD LEADERSHIP FOR DISTRICT INITIATIVES

Mentorship for leaders could include explicit strategies for facilitating the goals of the other instructional priorities.

✓ DEFINING QUALITY AT EACH STAGE OF WORK

Working with Innovation and Program Evaluation to define implementation metrics and aligned data collection tools would support improved monitoring of the quality of the work and inform early and midcourse corrections.

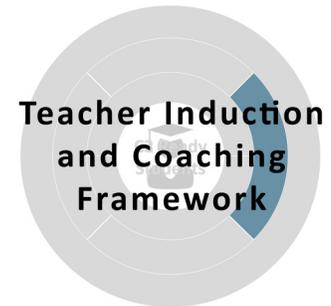
✓ DEVELOP A FLEXIBLE DISTRICT-WIDE COACHING FRAMEWORK

Exploring research-based coaching techniques and developing a menu of coaching strategies and protocols for use across all teacher and leader capacity building initiatives could support the development of highly-effective leaders.

TEACHER INDUCTION AND COACHING FRAMEWORK

PRIORITY OVERVIEW

Teacher Induction and Coaching Framework seeks to develop and retain early-career teachers by providing focused support to new teachers, thereby allowing them to grow in their pedagogy and positively impact student outcomes. This priority offers site-based support for all first-year teachers; collaborative support, in conjunction with school leadership teams for second- and third-year teachers; and training for all instructional coaches around a shared coaching framework.



KEY ACTIVITIES

- Provide first- through third-year teachers with site-based and collaborative support
- Improve the quality of coaching District-wide by training district and school-based content coaches and creating a common framework for instructional coaches

ALIGNMENT ANALYSIS

ELL AND STRUGGLING STUDENTS AND SCHOOLS

- Well-supported, early-career teachers may be better able to meet the needs of ELL and Level 1 and 2 students.
- School embedded coaches such as Accelerated Resources Teachers may be especially helpful to early-career teachers.

INVESTMENT IN PEOPLE

- Investment in People's strategic support systems help to retain early-career teachers.
- Focused coaching assists early-career teachers as they enter into the District's talent development pipeline by enabling them to achieve effective and highly effective evaluations.

LEADERSHIP ADVANCEMENT

- Leadership Advancement and the Teacher Induction and Coaching Framework both rely on coaching and mentoring to develop and retain early-career principals and early-career teachers respectively. .

PERSONALIZED LEARNING FOR STUDENTS

- The additional support and coaching that accompanies the school-based shift to personalized learning provides a further layer of support for early-career teachers.
- Effective personalized instruction requires support and training for all teachers, including early-career teachers whose teacher training programs may have focused on traditional pedagogical approaches.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

- A common understanding of effective teaching based on the Marzano Framework informs the coaching of early-career teachers as well as professional learning facilitated by Personalized Learning for Teachers.

INNOVATION AND PROGRAM EVALUATION

- Through jointly defined performance metrics, Innovation and Program Evaluation monitors the ongoing effectiveness of resource allocation toward Leadership Advancement.

LEVERAGE POINTS

✓ DEFINING QUALITY AT EACH STAGE OF WORK

Working with Innovation and Program Evaluation to define implementation metrics and aligned data collection tools would support improved monitoring of the quality of the work and inform early and midcourse corrections.

✓ DEVELOP A FLEXIBLE DISTRICT-WIDE COACHING FRAMEWORK

The coaching strategies and protocols developed for the Teacher Induction and Coaching Framework should be used to inform coaching District-wide. This will ensure consistent, high-quality support is offered across all initiatives that rely on coaching to accomplish their goals.

✓ TARGET PROFESSIONAL LEARNING TO DISTRICT EFFORTS AND NEEDS

Formal systems that ensure that new teachers who teach in personalized-learning classrooms or classrooms with high percentages of ELL or Level 1 and 2 students receive targeted support could help leverage outcomes in those instructional priorities. Additionally, professional learning for early-career teachers could be explicitly designed to advance teachers through LIFT for LCS. Likewise, professional learning for early-career teachers could be designed to complement the professional learning that occurs through Personalized Learning for Teachers and Leaders.

✓ UNIFY DISTRICT DEFINITIONS OF HIGH-QUALITY TEACHING

The District should ensure that a shared definition of high-quality teaching, common to traditional and personalized classrooms, drives its efforts to train and orient early-career teachers.

INVESTMENT IN PEOPLE (FORMERLY TALENT DEVELOPMENT PIPELINE)

PRIORITY OVERVIEW

Investment in People creates a system that rewards teachers for their performance and a career ladder that both keeps the most effective teachers in the classroom and provides them with other leadership opportunities.



KEY ACTIVITIES

- Define career pathways, provide leadership opportunities, and offer incentives and rewards for teachers and other instructional staff
- Develop subcommittees to address the recruitment, retention, and talent management of high-quality staff

ALIGNMENT ANALYSIS

PERSONALIZED LEARNING FOR STUDENTS

- Teacher-leaders, produced by the talent development pipeline, may help guide school-based personalized learning implementations, and, similarly, the shift to personalized learning creates leadership opportunities for teachers to further their careers.
- The retention of effective teachers and leaders supports all instruction, including personalized instruction.

ELL AND STRUGGLING STUDENTS AND SCHOOLS

- At-risk populations, including ELL and struggling students, benefit from the retention of highly effective teachers.
- The leadership that teachers provide can build school-wide capacity to meet the needs of ELL and struggling students.
- ELL and Struggling Students funds the Acceleration Resource Teacher, a leadership position for teachers that runs parallel to the leadership opportunities defined by the talent development pipeline.

LEADERSHIP ADVANCEMENT

- Continuous pathways for teacher and leader growth, through the talent development pipeline and the Leadership Advancement Development Pyramid, create a talent pool from which to draw school-based leaders and District administrators.

TEACHER INDUCTION AND COACHING FRAMEWORK

- Advancement opportunities reward early-career teachers as they improve their pedagogy.
- A common understanding of effective teaching based on the Marzano Framework provides new teachers with a clear understanding of their growth areas to become effective and highly effective teachers, and thereby become eligible for the rewards and leadership opportunities the talent development pipeline provides.
- Coaching and support for early-career teachers facilitates their growth into effective and highly effective pedagogues.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

- Teacher-leaders can lead collaborative planning time.
- The Florida Standards Teacher role is a position of teacher leadership, which is similar to other positions of teacher leadership developed by the talent development pipeline.

- Faculties that personalize their professional learning may become more effective at and committed to their positions as pedagogues, and consequentially, will be more likely to remain in their positions, which indirectly supports Investment in People’s goal of teacher retention.

INNOVATION AND PROGRAM EVALUATION

- Through jointly defined performance metrics, Innovation and Program Evaluation monitors the ongoing effectiveness of resource allocation toward developing leadership opportunities and systems of incentives for teachers.

LEVERAGE POINTS

✓ BUILD LEADERSHIP FOR DISTRICT INITIATIVES

Investment in People could be calibrated to create capacity for the other initiatives through the development of teacher-leaders. For example, the talent development pipeline could produce the teacher-leaders who structure collaborative time in Personalized Learning for Teachers and Leaders. Similarly, teacher-leaders can provide support for new teachers, in schools transitioning to personalized learning, or in schools that serve large populations of ELL or Level 1 and 2 students.

✓ TARGET PROFESSIONAL LEARNING TO DISTRICT EFFORTS AND NEEDS

Establishing a comprehensive micro-credentialing system would create addition pathways through Investment in People’s career ladder.

✓ UNIFY DISTRICT DEFINITIONS OF HIGH-QUALITY TEACHING

The District should ensure that a shared definition of high-quality teaching, common to traditional and personalized classrooms, drives progression through LIFT for LCS as well as unites professional learning in the District.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

OVERVIEW

Personalized Learning for Teachers and Leaders increases the time for and diversity of learning experiences available to teachers and leaders in order to promote an aligned, integrated, and personalized professional-learning system driven by the needs of students, teachers, and leaders.



KEY ACTIVITIES

- Support teachers in defining collaborative time within the school day, including examining bell schedules to maximize student instructional and teacher planning time
- Create systems for multi-modal access to professional development
- Provide all teachers with frequent opportunities and multiple sources of feedback on their instructional practice
- Assess the impact of professional development content and experiences

ALIGNMENT ANALYSIS

PERSONALIZED LEARNING FOR STUDENTS

- Professional learning for teachers and leaders supports all instruction, including personalized instruction.
- Collaborative time for teachers facilitates the design and construction of resources for Personalized Learning for Students, which advances a model of instruction that requires extensive planning in order to develop the necessary personalized curricula for students.
- Personalized Learning for Teachers and Leaders' emphasis on Florida State Standards, including the content of the standards and the strategies that help all students master them, helps ensure that the creation of individualized learner pathways and the transition to a competency based progression system remain rigorous and standards-based.
- A pedagogical philosophy of professional learning focused on learner choice and agency may help to build buy-in for school transitions to personalize learning during the planning, piloting, and even launch phases.
- A common understanding of effective instruction based on the Marzano Framework informs professional learning and personalized instruction.

ELL AND STRUGGLING STUDENTS AND SCHOOLS

- Teacher collaborative time, multi-modal professional development, and frequent feedback for teachers build District capacity to meet the needs of ELL and level 1 and 2 students.

LEADERSHIP ADVANCEMENT

- Strong administrators can provide support and direction for teachers' professional learning.

TEACHER INDUCTION AND COACHING FRAMEWORK

- Professional development that is personalized to the unique needs of early-career teachers may help to support the effort to build capacity in early-career teachers.
- Professional learning may increase teachers' early-career engagement and effectiveness, which may result in increased early-career teacher retention, and thereby support Teacher Induction and Coaching Framework's goal of retaining early-career teachers.

- A common understanding of effective teaching based on the Marzano Framework gives direction to the coaching of early-career teachers as well as to the professional learning that Personalized Learning for Teachers facilitates.

INVESTMENT IN PEOPLE

- Teacher-leaders can help to structure collaborative planning time and lead Professional Learning Communities.
- Teachers' professional growth may increase teacher effectiveness and engagement, resulting in increased teacher retention, which would support Investment in People's goal of retaining District personnel.
- The Florida Standards Teacher role creates a position of teacher leadership, which runs parallel to similar leadership opportunities developed by the talent development pipeline.
- A common understanding of effective teaching informs both professional learning and teacher progression through the talent development pipeline.

INNOVATION AND PROGRAM EVALUATION.

- Through jointly defined performance metrics, Innovation and Program Evaluation monitors the ongoing effectiveness of resource allocation towards personalized learning for teachers and leaders.

LEVERAGE POINTS

✓ CREATE A SHARED DEFINITION OF PERSONALIZATION

The shared philosophy between the Personalized Learning for Students and the Personalized Learning for Teachers and Leaders priorities could build buy-in for the District's Personalized Learning for Students rollout.

✓ TARGET PROFESSIONAL LEARNING TO DISTRICT EFFORTS AND NEEDS

Personalized Learning for Teachers and Leaders could support the efforts of other instructional priorities and district needs. Targeted professional development could help build capacity in early-career teachers, and collaborative planning time could be used to develop strategies to meet the needs of ELL and struggling students or to facilitate the transition to personalized learning for students.

✓ UNIFY DISTRICT DEFINITIONS OF HIGH-QUALITY TEACHING

The District should ensure that a shared definition of high-quality teaching, common to traditional and personalized classrooms, drives professional learning as well as progression through LIFT for LCS.

INNOVATION AND PROGRAM EVALUATION

PRIORITY OVERVIEW

Innovation and Program Evaluation uses a structured yet flexible framework to gauge the success of instructional priorities, as well as other student-focused initiatives. First, existing programs and new, innovative ideas are reviewed in interdepartmental teams to develop performance metrics. These metrics include relevant LCS Key Performance Indicators (KPIs), as well as additional metrics unique to the particular initiative. A variety of data collection strategies are then used to monitor and evaluate the quality of implementation as well as the academic and financial return on investment. The goal is to identify strategies and practices that effectively and efficiently drive student achievement and inform the redesign or discontinuation of those that do not.



KEY ACTIVITIES

- Identify existing programs and new, innovative ideas that require a significant District investment and have clear, measurable outcomes
- Collaboratively design metrics and data collection methods with key stakeholders to assess implementation, as well as progress toward desired results
- Monitor quality of implementation to inform early and midcourse corrections
- Evaluate outcomes to determine both academic and financial return on investment
- Report on successes and challenges in order to inform future funding decisions and changes to implementation plans

ALIGNMENT ANALYSIS

PERSONALIZED LEARNING FOR STUDENTS

- Innovation and Program Evaluation has identified student satisfaction, student academic performance, and scale up goals for Personalized Learning for Student and has aligned the work with all District KPIs.
- In addition to assessing outcomes aligned to KPIs, monitoring the quality of implementation within launch schools can help inform future District personalization efforts.

ELL AND STRUGGLING STUDENTS AND SCHOOLS

- Innovation and Program Evaluation has established a set of outcome metrics closely aligned to KPIs, as well as multiple years of targets, to evaluate the success of the ELL and Struggle Students and Schools work.
- Implementation information is also being collected and reported on to ensure the priority is enacted with care.

LEADERSHIP ADVANCEMENT

- Ensuring that deep understanding of the Innovation and Program Evaluation framework is a requirement for advancing into a leadership role can help embed monitoring and evaluation practices in the District.
- Innovation and Program Evaluation has established a set of outcome metrics and KPIs, as well as three years of targets, to evaluate the success of the Leadership Advancement priority.
- Establishing implementation metrics to assess the quality of mentoring and professional learning experiences would further support the success of Leadership Advancement.

TEACHER INDUCTION AND COACHING FRAMEWORK

- The clear and measurable goals for student achievement, as well as instructional quality, set by Innovation and Program Evaluation can provide early-career teachers with targets to measure progress against and inform decision-making.
- Innovation and Program Evaluation has identified unique outcome metrics and KPIs, as well as three years of targets, to evaluate the success of the Teacher Induction and Coaching Framework.

- Establishing implementation metrics to assess the quality of coaching can further support the success of the Teacher Induction and Coaching Framework.

INVESTMENT IN PEOPLE

- Innovation and Program Evaluation has identified unique outcome metrics, has selected relevant KPIs, and has defined three years of targets to evaluate the success of the Investment in People initiative.
- A financial return on investment analysis can play an important role in evaluating Investment in People because of the use of strategic bonuses as a method for improving teacher retention and effectiveness.

PERSONALIZED LEARNING FOR TEACHERS AND LEADERS

- Priority specific implementation and impact metrics for Personalized Learning for Teacher and Leaders have been identified through the Innovation and Program Evaluation priority, along with three years of targets; the work has also been aligned to a selection of KPIs.
- Developing a strong understanding of performance management tools and processes among school and District leaders is vital to the success of the Innovation and Program Evaluation priority and can be facilitated by including the content in professional learning plans.

LEVERAGE POINT

✓ BUILDING LEADERSHIP FOR DISTRICT INITIATIVES

LCS is engaged in new, innovative programs and initiatives and this requires creativity and risk-taking, as well as careful performance management and constant, rapid improvement based on results. The District could help build a system-wide culture of innovation by training District and school leaders on the Innovation and Program Evaluation framework and ensuring they have the skills and mindsets needed to engage in the work.

✓ DEFINING QUALITY AT EACH STAGE OF WORK

All instructional priorities have clearly defined outcome metrics, however fewer have metrics to indicate high-quality implementation. Innovation and Program Evaluation could provide direction and assistance to each priority to help define quality at every stage of the work. This would support improved monitoring and inform early and midcourse corrections to implementation.

✓ FUND ALIGNED INITIATIVES

Funding efficiencies created by Innovation and Program Evaluation could be used to fund further initiatives aligned with the current instructional priorities. For example, surplus resources from efficient initiatives could expand career paths in the Leadership Advancement priority.

STRENGTHENING ALIGNMENT BETWEEN INSTRUCTIONAL PRIORITIES

Through Lake County’s seven instructional priorities, the District is working toward improving student outcomes, increasing teacher and leader capacity, and ensuring District-wide efficiency. While the existing alignment between the priorities demonstrates the beginnings of a cohesive vision for the District, there are a number of places where, due to the relationships between two or more priorities, strategic actions taken by the District might maximize the priorities’ impact. These places, referred to here as leverage points, capitalize on the supporting relationships and through lines that exist between priorities. This section describes eight key leverage points and the instructional priorities they have the potential to impact.

✓ BUILD LEADERSHIP FOR DISTRICT INITIATIVES

Initiatives focused on school administrators and teacher-leaders should be calibrated to develop specific knowledge and skills within District leaders that support other instructional priorities.

- Investment in People could develop new teacher-leader roles aligned to its talent development pipeline to support the transition to personalized learning, provide leadership in schools that serve large populations of ELLs or Level 1 and 2 students, help support early-career teachers, and more.
- Leadership Advancement can design capacity building activities to ensure leaders have the skills and knowledge needed to manage the change to personalized learning for students, teachers, and leaders; lead schools that are struggling; and support early career teachers.



✓ CREATE A SHARED DEFINITION OF PERSONALIZATION

A common philosophy of learning shared between the Personalized Learning for Students and the Personalized Learning for Teachers and Leaders priorities can build understand of and support for both priorities.



✓ DEFINE QUALITY AT EACH STAGE OF THE WORK

All instructional priorities have clearly defined outcome metrics, however fewer have metrics to indicate high-quality implementation. Innovation and Program Evaluation could provide direction and assistance to each priority to help define quality at each stage of the work. This would support improved monitoring and inform early and midcourse corrections to implementation.



✓ DEVELOP A FLEXIBLE DISTRICT-WIDE COACHING FRAMEWORK

Multiple District priorities rely on coaching and mentorship to achieve their desired results. Exploring research-based coaching techniques and developing a menu of strategies and protocols for coaching can support the District in building teacher and leader capacity.



✓ FUND ALIGNED INITIATIVES

Funding efficiencies created by Innovation and Program Evaluation could be used to support additional projects aligned with the current instructional priorities.

Personalized Learning for Students	ELL and Struggling Students and Schools	Leadership Advancement	Teacher Induction and Coaching Framework	Investment in People	Personalized Learning for Teachers and Leaders	Innovation and Program Evaluation
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✓ TAILOR INSTRUCTION TO STUDENTS' NEEDS DISTRICT-WIDE

ELL and Struggling Students and Schools intends to provide the District's neediest students with the resources necessary to ensure mastery of Florida State Standards. This priority could work together with Personalized Learning for Students to define strategies to meet the needs of all students and ensure better outcomes.

Personalized Learning for Students	ELL and Struggling Students and Schools
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✓ TARGET PROFESSIONAL LEARNING TO DISTRICT EFFORTS AND NEEDS

Efforts should be taken to ensure the District's professional learning systems support District goals.

- Teachers and principals early in their career, those working in personalized-learning schools, and those with high percentages of ELLs or Level 1 and 2 students should receive tailored professional development, which could be offered through Personalized Learning for Teachers and Leaders, the Teacher Induction and Coaching Framework, or Leadership Advancement.
- Active engagement in these learning experiences should be incentivized, potentially through LIFT for LCS and aligned teacher-leader roles developed to support other District instructional priorities.
- A comprehensive micro-credentialing system can provide an additional means for tailoring and incentivizing professional learning.

Personalized Learning for Students	ELL and Struggling Students and Schools	Leadership Advancement	Teacher Induction and Coaching Framework	Investment in People	Personalized Learning for Teachers and Leaders
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✓ UNIFY DISTRICT DEFINITIONS OF HIGH-QUALITY TEACHING

The District should establish a shared definition of high-quality teaching, common to traditional and personalized classrooms to inform the work of all instructional priorities. This definition can drive efforts to train and orient early-career teachers, inform how teachers are evaluated and progress through LIFT for LCS, and shape professional learning within the District.

Personalized Learning for Students	ELL and Struggling Students and Schools	Teacher Induction and Coaching Framework	Investment in People	Personalized Learning for Teachers and Leaders
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