When Passing the Buck Stops: Investigation of the Role of LEAP
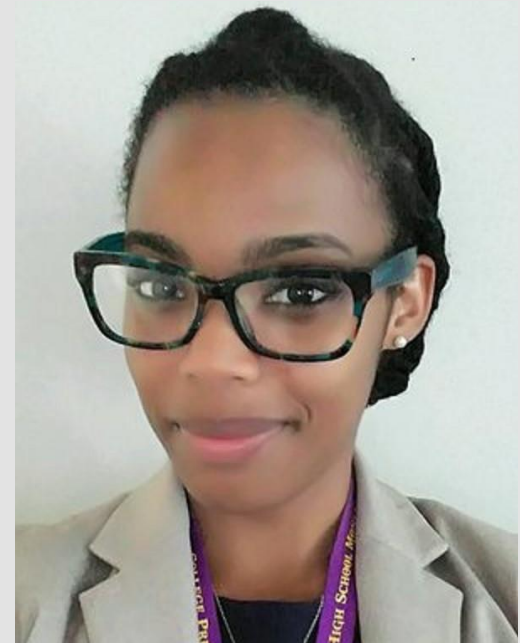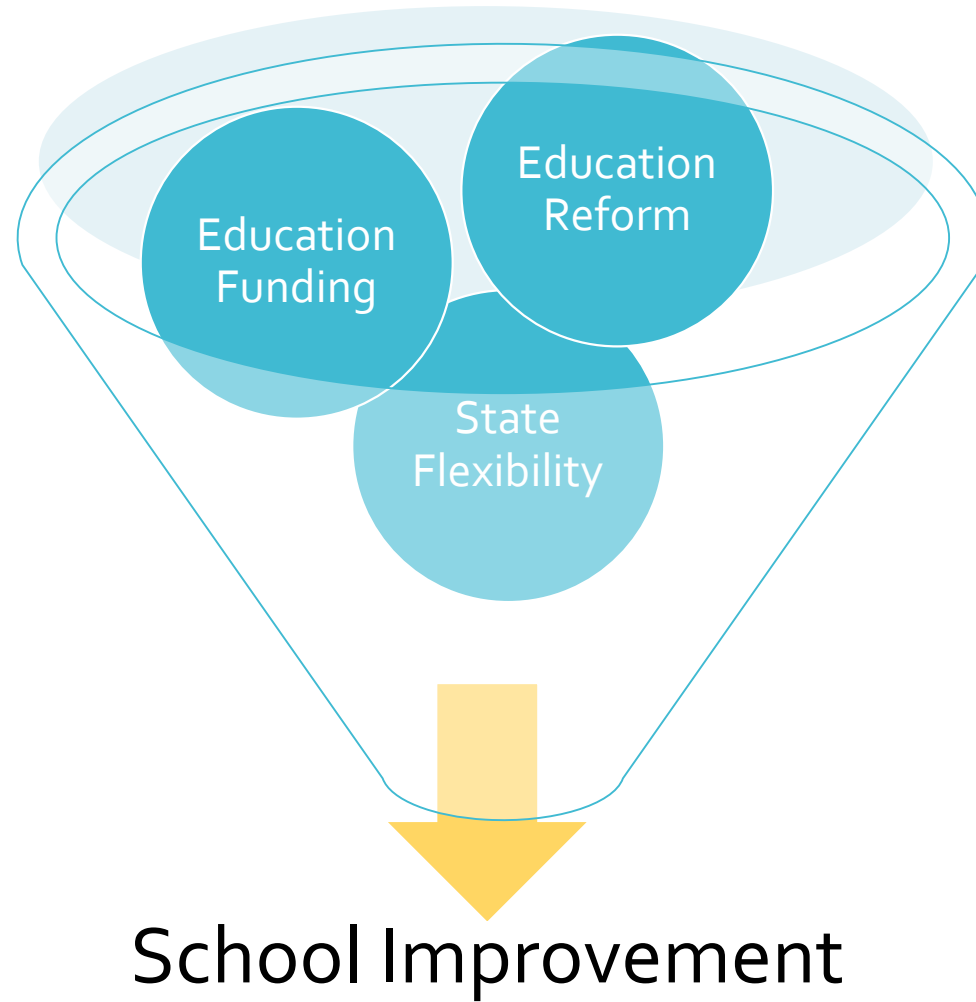
Ashley Kearney| Teacher, TLI | DC Public Schools | WTU Member
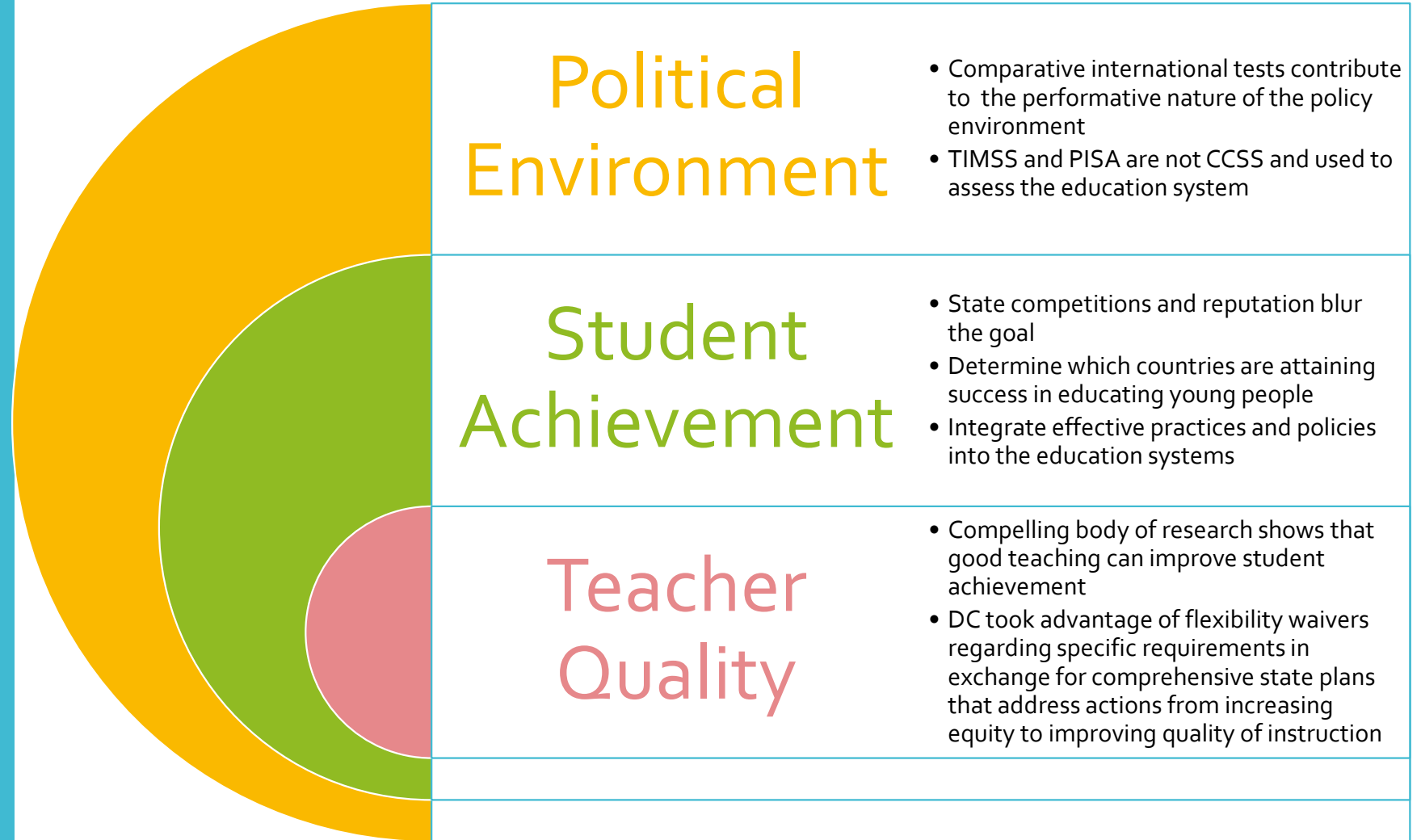
RATIONALE

Education Funding

Education Reform

State Flexibility

School Improvement

States have increased flexibility with low accountability for the disparity of quality in development and implementation of effective plans, such as professional development reform efforts, to improve student outcomes linking student achievement data to teacher performance and school ratings.

LITERATURE REVIEW

Political Environment

- Comparative international tests contribute to the performative nature of the policy environment
- TIMSS and PISA are not CCSS and used to assess the education system

Student Achievement

- State competitions and reputation blur the goal
- Determine which countries are attaining success in educating young people
- Integrate effective practices and policies into the education systems

Teacher Quality

- Compelling body of research shows that good teaching can improve student achievement
- DC took advantage of flexibility waivers regarding specific requirements in exchange for comprehensive state plans that address actions from increasing equity to improving quality of instruction

LITERATURE REVIEW

LEarning together to Advance our Practice

"At its core, LEAP is about helping teachers become truly expert at teaching the DCPS Common Core aligned curriculum – so that every student across the city experiences engaging and challenging instruction every day."

job embedded mandatory professional development
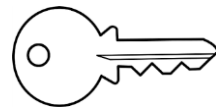
Content-Specific: Content is key. At its core, LEAP is about building that knowledge and helping teachers apply it in their classrooms.

School-Based: School communities are the levers for change. LEAP is meant to be tailored to the individual needs of the school, its teachers, and its students.

Adult-Learning: LEAP provides leaders with resources they can adopt and adapt to meet the needs of their teachers.

4

- To what degree do teachers receive consistent, LEAP specific, professional development via the district's intended model—LEAP?

- Does LEAP influence secondary math teachers instructional practice? If so, to what extent?

METHODOLOGY

Survey|

Allowed permission from session facilitators at city-wide PD to speak to and administer anonymous survey to secondary math teachers directly

Quantitative|

44 participants responded to 23 questions consisting of a series of multiple choice and Likert scale questions

Qualitative|

Open responses to capture, in some way, the mindset of survey respondents

Appreciation is given to the teachers for taking time to engage meaningfully in the survey.

DATA ANALYSIS

To what degree do teachers receive consistent, LEAP specific, professional development via the district's intended model—LEAP?

What does your LEAP PD consist of?

🔵	Shared Learning (Pedagogy)	35
🟠	Content Development	30
🟢	Data Analysis	37
🔴	Reflection	32
🟣	Other	7

How often do you receive coaching touch points?

🔵	Daily	4
🟠	Weekly	17
🟢	Monthly	7
🔴	Never	8
🟣	Other	7

How often do you receive the following touch points?

Daily ■ Weekly ■ Biweekly ■ Monthly ■ Never

- Model
- Co-plan
- Observation

100% 0% 100%
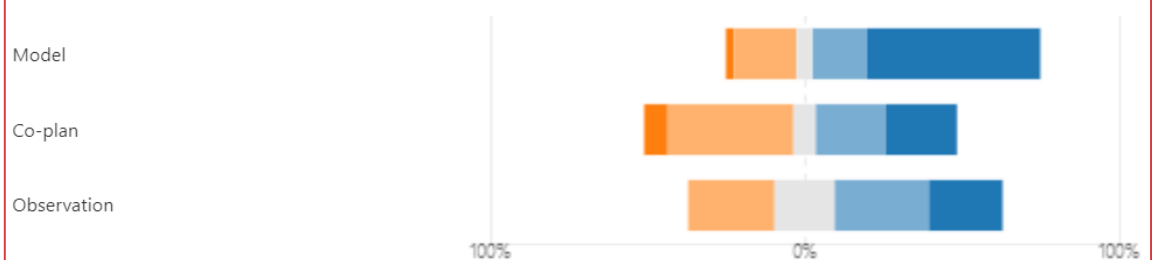
DATA ANALYSIS

- Does your department have common planning...lesson plan structures....data protocol tools...?
- How is your LEAP scheduled?

Received common department planning & 91% having same evaluator in each window
71%

Two 45-min weekly LEAP sessions & same evaluator
87%

Somewhat to very likely to implement shared learning, planning, instructional look-fors
68%

Structure, alone, contributes to their desire to return to school
20%

Teacher effectiveness ratings either increased or stayed the same for 3 consecutive years
75%

	General Education	19
	General Education + IVA	15
	Special Education	10

DATA ANALYSIS

How important is it for you to have the same evaluator for each observation window?

●	Extremely important	20
●	Somewhat important	12
●	Neutral	12
●	Somewhat not important	0
●	Extremely not important	0

Extremely important: 20 (45%)
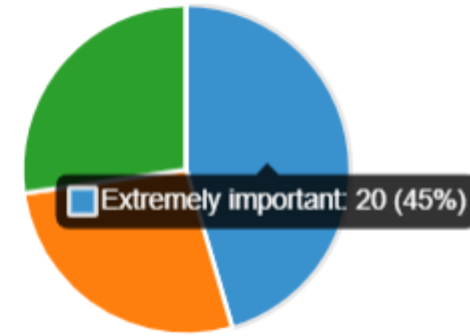
"My Administrator does not have an understanding of Autism learning, he does not know what rigor looks like for them and does not know exemplar effective lessons and student engagement in the classroom for this learner when he sees it. Principals with classrooms that represent students with this type of disability need extensive PD's and the IMPACT rubric itself is not a good tool that can reflect our progress or the lack there of."

"AP rates everyone low. She evaluated my classroom having never visited."

"In past years my AP has in "mind my score and it stays in that range. I have changed schools and" scores are rising."

"2 years it stayed the same, new administration came in and it decreased"

"Its gone up and down"

"I feel that there is a lack of consistency as to what each EP looks like in different settings and with groups of students."

DATA ANALYSIS

What is the status of your Leap Leader?

- ● Teacher/Department Chair (ful... 11
- ● Instructional Coach 20
- ● Assistant Principal 2
- ● TLI 11

"rating increased because of feedback and suggestion "

"**Our LEAP lead is great** and she's doing the best she can. However, the capacity within the department varies wildly and she **does not have any authority** in getting people to take steps to improve if they themselves don't feel the urgent need to."

"it is not the fault of our LEAP leader. She is **following the directive** she's been given but it is ineffective for me coming from a place of success. Our **school does not look at math as being as important as our literacy initiative**. Therefore, we struggle with the lack of support from our administrative team and the resources we need to be effective."

"**LEAP would be perfect for new teachers or teachers that are considered developing**. 98% of the stuff we have done is things most of us already do and don't want to spend our morning in a meeting. I **would rather spend my time doing my job,** set up my room, be ready for 1st period, get my computer ready which takes sometimes 15 minutes to get going."
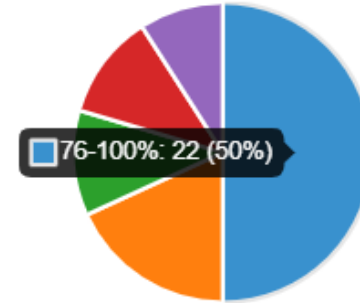
DATA ANALYSIS

Do you seek outside PD? Why or why not?
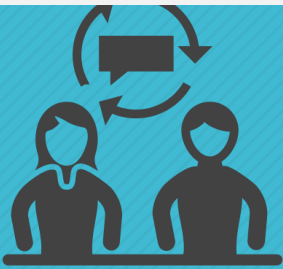
How much of your previously mastered skills (learned prior to LEAP) are being duplicated in LEAP?

● 76-100%		22
● 51-75%		8
● 26-50%		5
● 1-25%		5
● None		4

76-100%: 22 (50%)

"YES!! I want to grow and have felt that, historically, the PD provided by the district has not been sufficient for my personal growth."

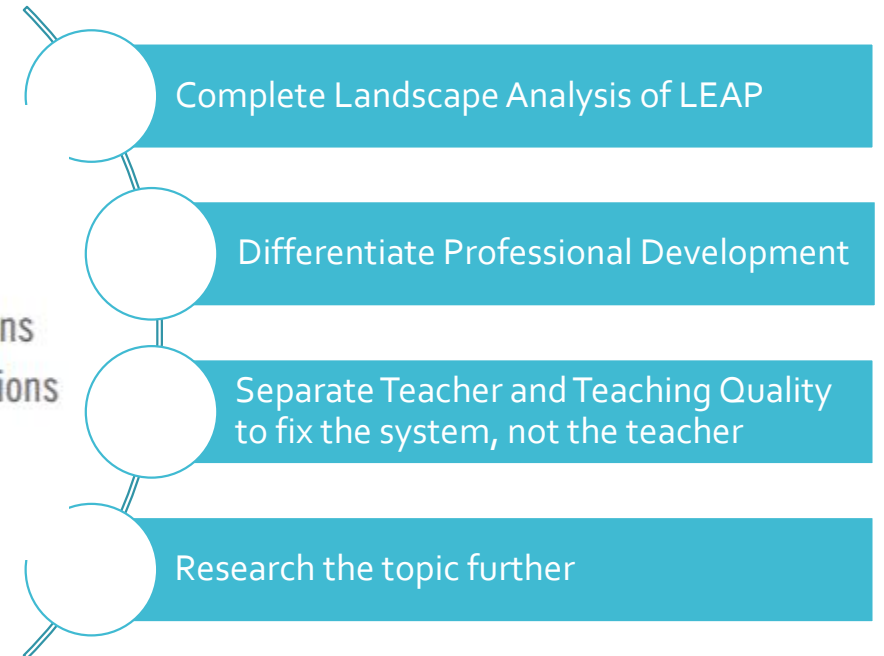"Sometimes [I seek outside PD]... [barriers are] time management (profession, family life, etc.) "

LEAP Leader Role	% Time Dedicated to Teacher Support	Caseload Range for Weekly Observation and 5P Debrief
Assistant Principal	75%	5-7
Instructional Coach	100%	8-10
TLI Teacher Leader with 50% Release Time*	50%	3-4

RECOMMENDATIONS

LEAP Leadership Framework

- LLF 1: Foster a Positive LEAP Team Culture
- LLF 2: Plan for Purposeful LEAP Seminars
- LLF 3: Facilitate Purposeful LEAP Seminars
- LLF 4: Plan for Meaningful Coaching Conversations
- LLF 5: Facilitate Meaningful Coaching Conversations
- LLF 6: Drive Improvements in Teacher Practice
- LLF 7: Implement LEAP with Fidelity

Complete Landscape Analysis of LEAP

Differentiate Professional Development

Separate Teacher and Teaching Quality to fix the system, not the teacher

Research the topic further

"When such programs fail, observers, knowing little about the inadequacies of the implementation, may question the principles underlying the program….Poor implementation is harmful not just to the particular teachers and students who are immediately involved; it also undermines the very idea that change is possible"

(Payne, 2010, pp.154-155).