



2009 Finalist
the broad prize
for Urban Education

Data Informed Professional Development

The American Youth Policy Forum Presentation

June 26, 2009

A District Perspective on Building a Professional Development System that Supports the Personal and Intellectual Success of Every Student, Every Day

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A Learning Organization

"[Broad Prize districts] share practices and policies that enable them to truly be learning organizations."

(Ledyard McFadden, *Phi Delta Kappan*, April 2009)



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Student Learning is the Primary Focus of Professional Development

- The message across literature and research is that a major factor in improving student achievement is teacher performance and development.

(Darling-Hammond, 2003; Marzano, 2003; Randi & Seichner, 2004)

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LBUSD by the Numbers

	Long Beach
Estimated Total Enrollment	88,000
African American	18%
Asian / Pacific Islander	11%
Filipino	4%
Hispanic	51%
White	17%
English Learners	24%
Free / Reduced Lunch	68%

	Enrollment
Elementary	39,000
Middle and K-8	21,000
High	28,000

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Becoming Data Driven

Becoming A Data Driven Professional Development Learning Community

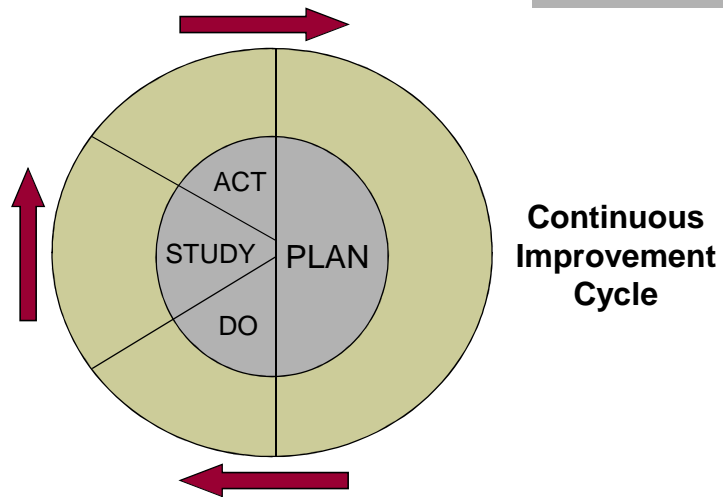
- Building the “Common System” of Assessment and Professional Development
 - Continuous Improvement
 - Systemwide Data
 - Division/Level Specific Data
 - School-based Data
 - Standard/Classroom Data

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Continuous Improvement



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Teacher Professional Development

Purpose and Beliefs

- **Ensuring equity** and access **for all students** through a strategic approach to professional development
- High rates of **student achievement** are directly **related to the quality of classroom instruction**, regardless of the gender, ethnicity, primary language, or socio-economic status of the student
- The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, and belief systems of the teacher
- Teachers develop these characteristics through quality pre-service preparation programs, through the induction process, and ongoing professional development opportunities.

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Teacher Professional Development

Professional Development Design

- Professional development content is informed by **multiple data sources**, including student assessments and work, teacher and administrator needs, and the implementation of new curriculum and resources
- Professional development design is informed by **research-based practices** in the field and includes opportunities for input, practice, and reflection
- Teachers are provided with opportunities for **classroom based support** to implement new content and strategies

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Effective Professional Development

Research tells us Professional Development is effective when it:

- Is ongoing, long-term, and related to teachers' content;
- Stimulates and supports site-based initiatives;
- Supports teacher initiatives as well as school and district initiatives;
- Is grounded in knowledge about teachers;

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Types of Professional Development

- Workshops/Seminars
- In-depth Institutes
 - All new teachers participate in a two-year professional development program
- Coaching
 - All new teachers receive a coach for two years
- Job-embedded learning
- Action Research (Academic Vocabulary – Marzano) (MAP2D – Si Swun)
- Professional Learning Communities (PreK-12)
- Study Groups / Professional Readings

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Early Assessment Program

2003 – 2008

- Goal is to reduce the number of high school graduates requiring remedial coursework in English and Math during their first year of college.
- Align middle school, high school and college expectations in English and Math.

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Early Assessment Program

- Developed and implemented, in collaboration with CSU Long Beach, a senior level Math and English course for college-going students who did not pass the EAP (Finite Math / Rhetoric & Composition)
- Provided focused professional development to teachers of these intervention courses.
- Provided an intensive summer institute entitled "Reading Initiative for Academic Preparation" (RIAP) at CSULB for 32 high school English teachers to facilitate alignment of expectations.

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2008 EAP Data

	English		Mathematics (Total)			Algebra II		
	Participate	College Ready	Participate	College Ready	College Ready Conditional	Participate	College Ready	College Ready Conditional
STATE	79%	17%	70%	13%	42%	66%	5%	20%
Long Beach	94%	15%	84%	10%	44%	82%	6%	21%
Los Angeles	78%	9%	60%	7%	29%	55%	3%	9%
San Diego	81%	14%	69%	8%	37%	67%	1%	7%
Santa Ana	87%	7%	64%	3%	36%	60%	1%	10%
Garden Grove	87%	19%	80%	16%	52%	72%	10%	30%
Oakland	77%	5%	51%	5%	36%	46%	1%	14%
San Jose	85%	27%	79%	22%	38%	75%	9%	29%
San Francisco	88%	22%	62%	28%	42%	56%	21%	26%

***Bold-Italic Font** indicates an area in which Long Beach outperformed the state.*

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