



# Elevating Educators: The Power of Professional Learning in Driving Student Success

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The logo for District 25 is located on the left side of the slide. It features a large, stylized number '25' in blue and black, with a white '5'. The logo is partially enclosed by a thick black circular arc.

# AGENDA

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- A solid blue horizontal bar spans the width of the slide, positioned below the title.
1. What is professional learning?
  2. What professional learning do we provide?
  3. What is the D25 Program Review Process?
  4. How do we invest in teachers?
  5. How do we know professional learning works?
  6. How do we continuously improve professional learning (PL) in District 25?

# WHAT IS PROFESSIONAL LEARNING?

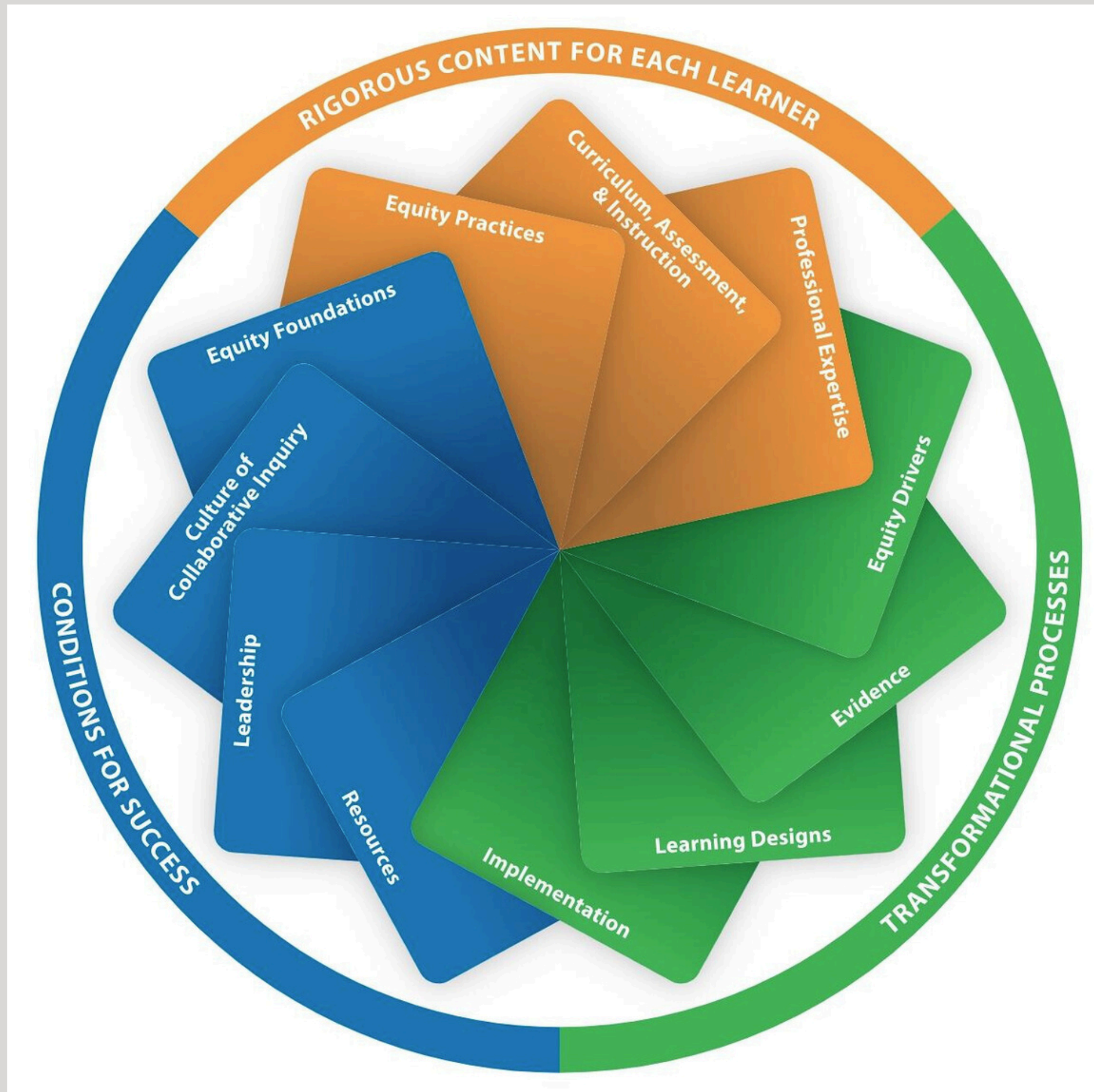


- *Professional learning is a **critical investment in teacher development, student achievement, and instructional excellence**. Research confirms that well-designed professional learning improves teacher effectiveness and directly impacts student outcomes. Darling-Hammond et al.(2017)*
- *Professional learning must be **sustained, job-embedded, and collaborative**. When teachers engage in meaningful professional learning, they are better equipped to support **student success and instructional improvement**. Brown (2019)*



District 25's Professional Learning Plan ensures that educators receive targeted support aligned with curriculum goals and student needs

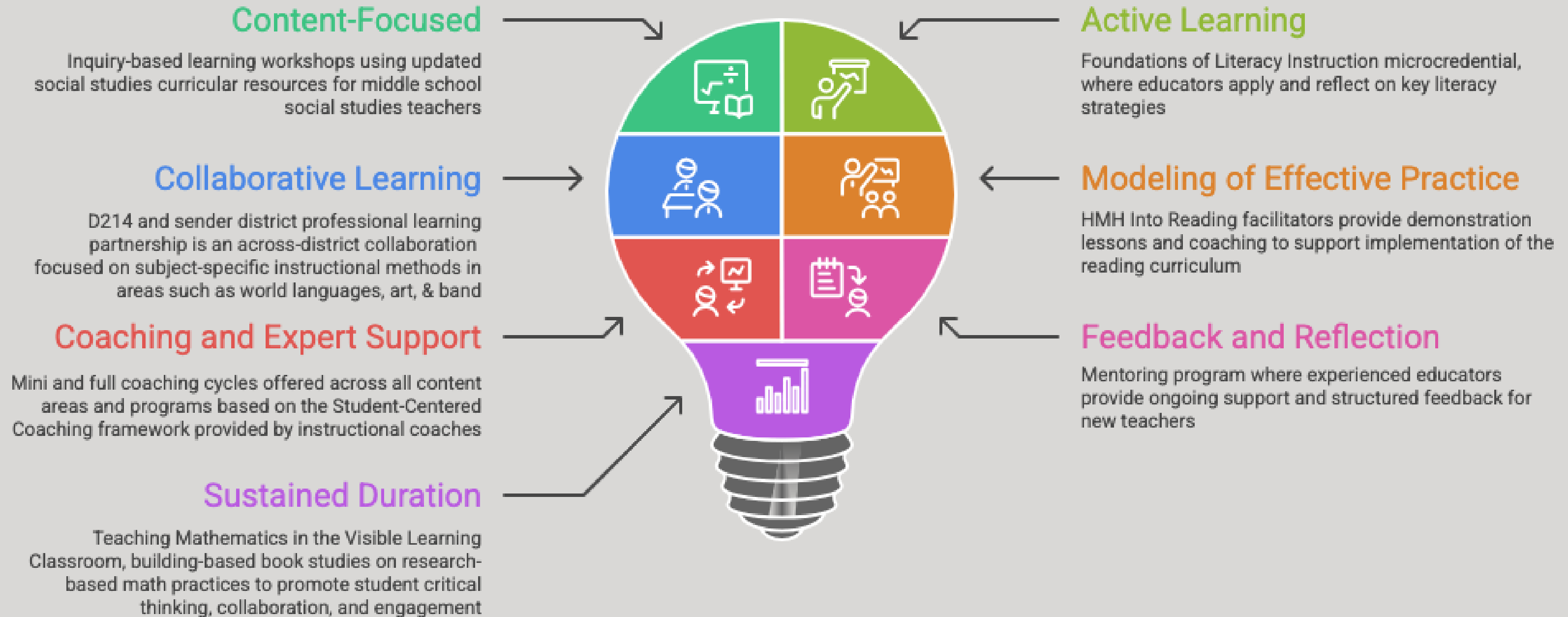




# Learning Forward Standards

*Effective professional learning is not a single event but an **ongoing process** that involves **collaboration, practice, and reflection**, ultimately leading to improved student outcomes. Learning Forward (2020)*

# COMPONENTS OF EFFECTIVE PROFESSIONAL LEARNING



# WHAT PROFESSIONAL LEARNING DO WE PROVIDE?



## MANDATED TRAINING

**New Faculty Onboarding** | First-year teachers' contract year is extended by six additional days

- **New Faculty Orientation Week**

- Four days before the school year starts
- Training and orientation to the district, including curriculum, technology, & administrative expectations
- Mentor and district connections are built throughout the week

- **New Faculty Modules**

- Two days during the school year
- Supporting Diverse Learners - ML, SPED, & the MTSS process
- The Danielson Framework and evaluation
- Assessment



# MANDATED TRAINING (continued)

## ISBE Requirements for Professional Educator License Renewal

- Teachers must complete 120 hours of professional development to renew
- Acceptable Professional Development:
  - Coursework from a regionally accredited Illinois College or University
  - National Board Certification
  - Activities provided by an Approved Illinois Professional Development Provider
  - Professional development credit is awarded on a 1:1 basis
    - One clock hour of attendance = One professional development hour
  - District #25 is an approved provider



## Illinois Mandated School Trainings for Public Schools

- Training that is mandated for school personnel by various state and federal laws
- Topics include blood borne pathogens, bullying prevention, and concussion and head injuries
- Staff complete these asynchronously each fall



# SCHOOL IMPROVEMENT/SIP DAYS

**August 26 | Opening Day with All Staff**

**August 27 | District-Based Initiatives**

- Teaching Reading Across the Day
- Supporting the Needs of Middle School Students
- Department Collaboration

**August 28 | Contract-Mandated Teaming Day**

**January 6 | District-Based Initiatives**

- Teaching Reading Across the Day
- Grading Practices at the Middle School Level
- D214 Partnership

**April 21 | District-Based Initiatives**

- HMH into Reading Training
- Grading Practices at the Middle School Level
- Department Collaboration





# INSTRUCTIONAL COACHING

## Job- Embedded Professional Learning

- Coaches work alongside teachers in their classrooms to implement strategies in real time
- Coaches and teachers analyze student work, assessment data, and the learning progress together
- Embedded in the day-to-day routine, it builds sustainable practices that become part of the teacher's practice

*I cannot express how impactful the coach's help has been to my math instruction. I have learned how to strategically group my students, give immediate feedback to them, and can now give you a better idea of how the kids are doing (in early October)--earlier than I have ever been able to do that with my students!!!*  
-Third Grade Teacher



# OPTIONAL OPPORTUNITIES

## D25 University

- Allows staff to choose from a variety of courses taught by D25 staff
- Allows staff to engage in ongoing professional growth based on their interest and need
- Courses include topics such as Artificial Intelligence (AI), mental health awareness, and student engagement strategies



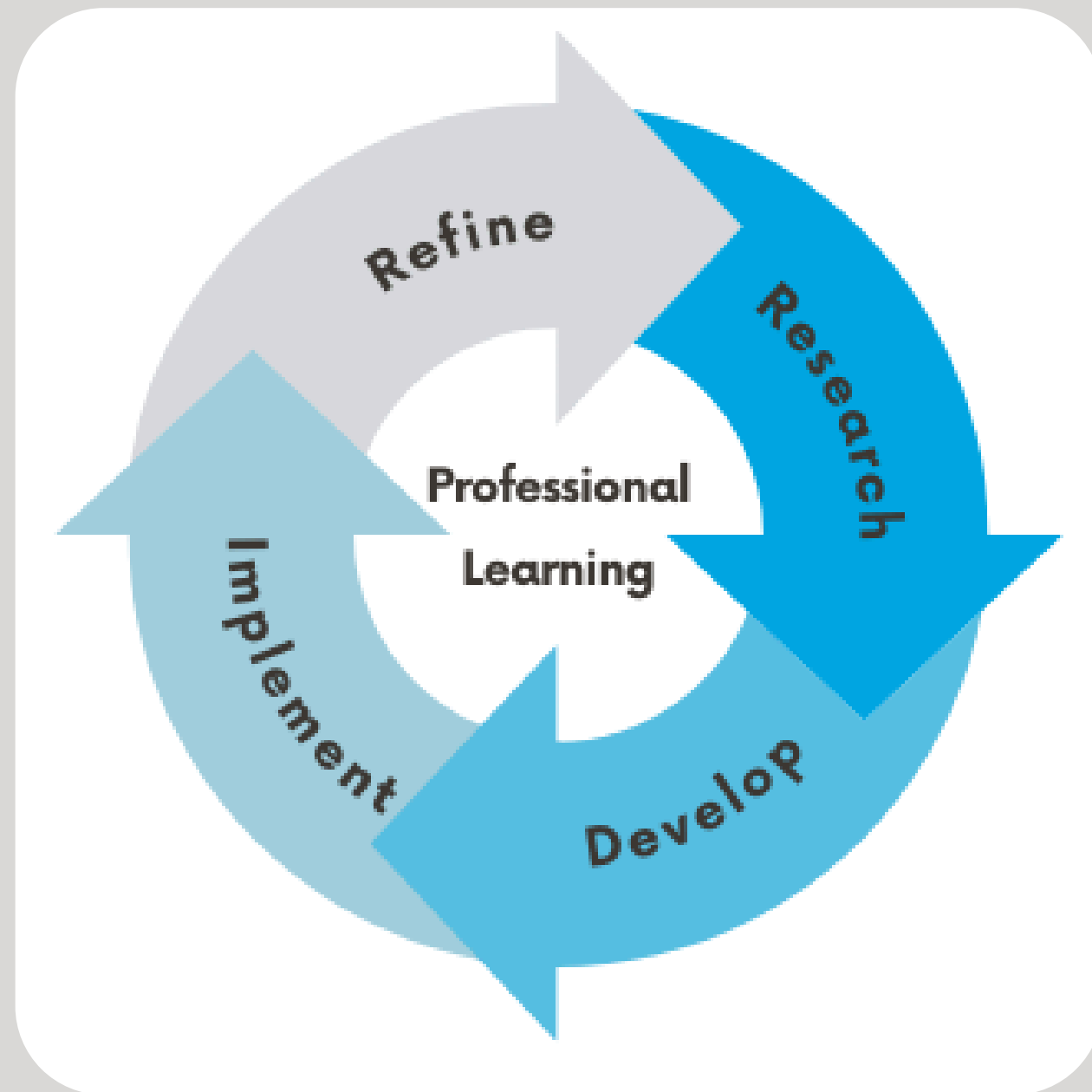
## Microcredentials

- New to District 25!
- Offer focused, skill-based learning aligned with district priorities
- Allow teachers to develop expertise in specific areas
- First offering is Foundations of Literacy Instruction, which is based on LETRS training and will provide our staff with in-depth knowledge of foundational reading, focusing on evidence-based practices to improve literacy instruction





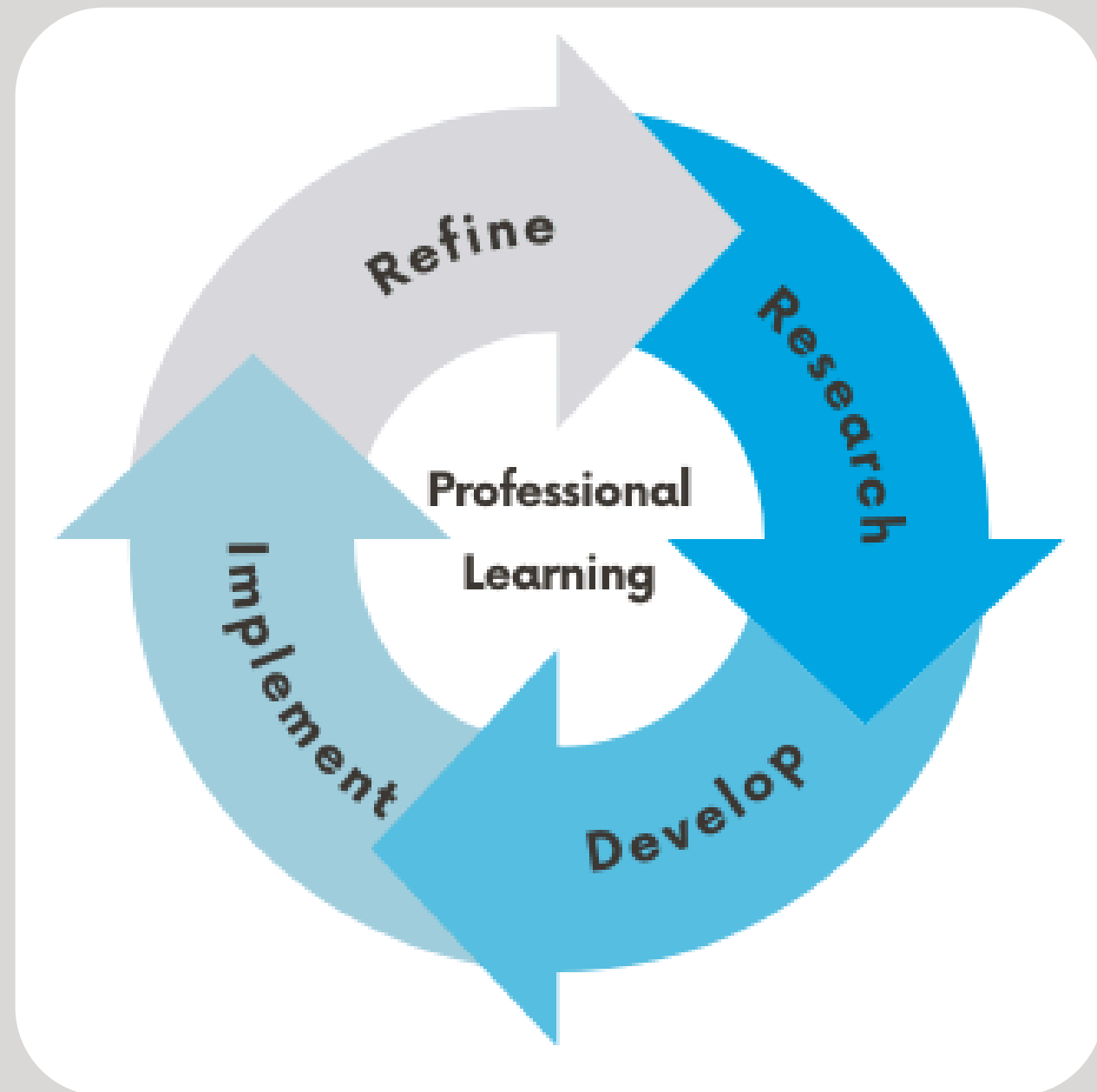
# WHAT IS THE D25 PROGRAM REVIEW PROCESS?



- **Research** (1 Year)
  - Analyze student performance and best practices
  - Set implementation goals
  - Develop a professional learning and implementation plan
- **Develop** (2 Years)
  - Pilot programs and submit recommendations (if applicable)
  - Provide professional learning for a steering committee
  - Customize resources for teachers and students
- **Implement** (2 Years)
  - Ensure use of new resources or instructional practices
  - Provide ongoing, curriculum-based professional learning
  - Support staff with ongoing student-centered coaching
- **Refine** (1 Year)
  - Collect and review feedback
  - Assess progress toward implementation goals
  - Refine based on data and input from interested parties

• **PROFESSIONAL LEARNING IS ONGOING THROUGHOUT THE PROCESS**

# ENSURING EFFECTIVE PL THROUGH PROGRAM REVIEW



- PD that demonstrates a **clear link to student improvement** is most effective. Research indicates that professional development must be directly connected to curriculum and instruction, providing teachers with **practical strategies** that can be **implemented and refined over time**. (Timperley et al., 2007)
- When PD focuses on **specific subject content**, student performance improves significantly. Teachers benefit from training that deepens their **knowledge** and enhances **instructional strategies**. (Blank & de las Alas, 2009)
- The most effective PD programs involve **continuous improvement and responsiveness** to teacher and student needs. (Guskey, 2014)



# HOW DO WE INVEST IN TEACHERS?



PL Budget	Per FTE
\$707,008.00	\$987.06

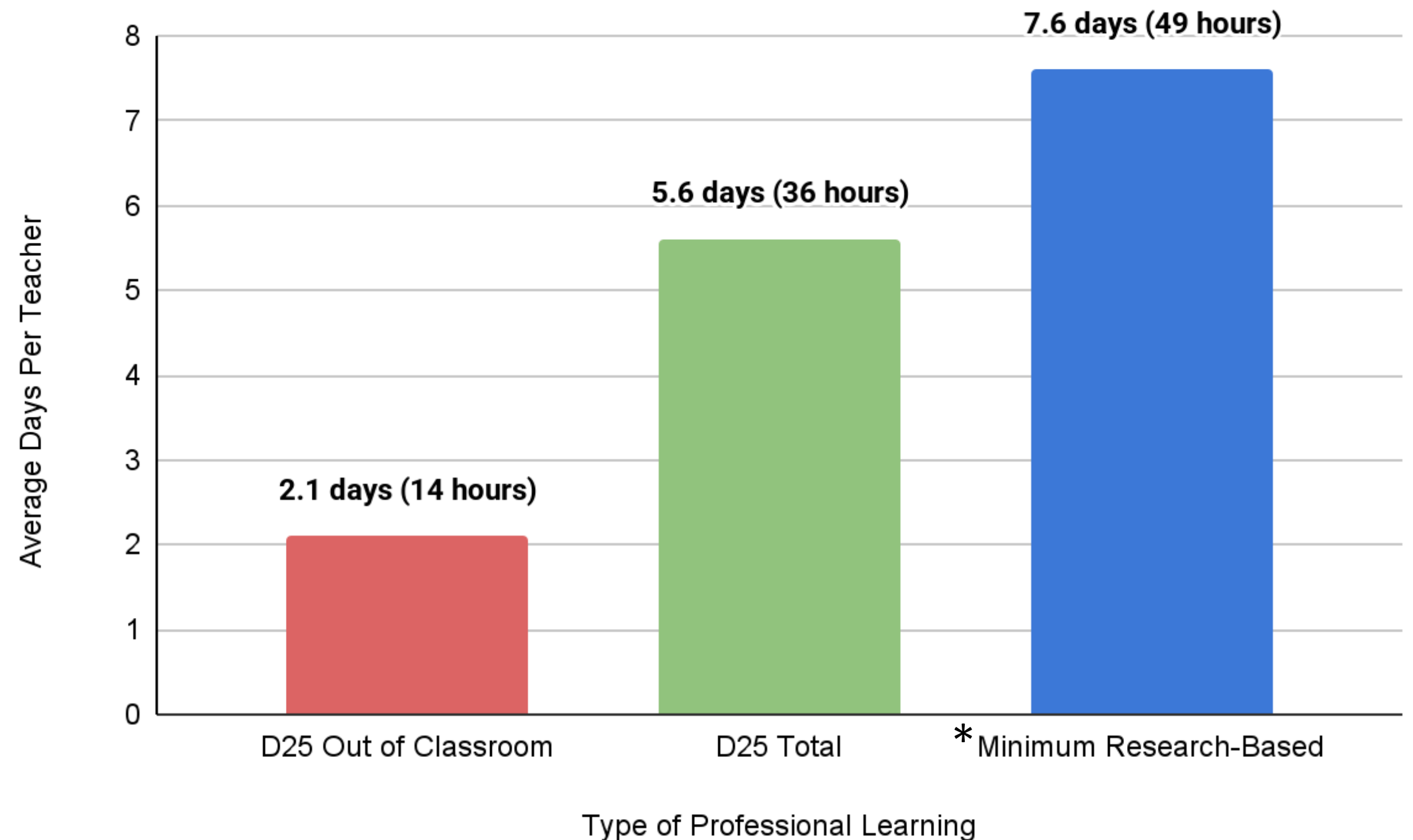
*For all all departments that provide PL to ATA, TCARN, ESP, Board Members, Other in 24-25*



- Professional learning is a critical investment in **teacher development, student achievement, and instructional excellence**. Research confirms that well-designed professional learning improves teacher effectiveness and directly impacts student outcomes (Darling-Hammond et al., 2017).
- Ongoing, job-embedded PD has the **highest impact on teacher effectiveness**. (Killion, 2017)

## Amount of Professional Learning

- PL received while out of the classroom
- PL received while out of the classroom & during SIP/Institute Days
- PL minimum # of days of days for significant gains in student achievement



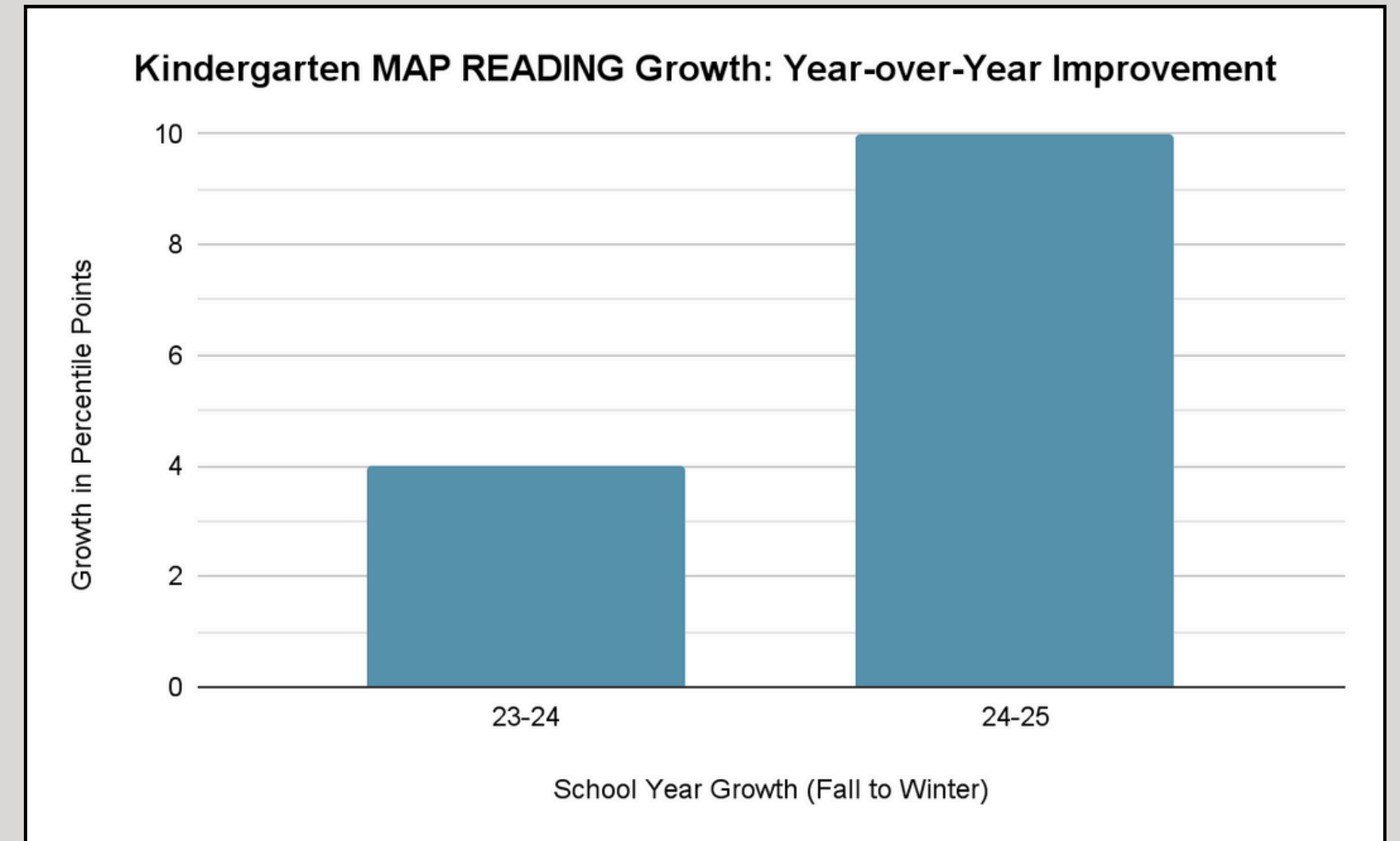
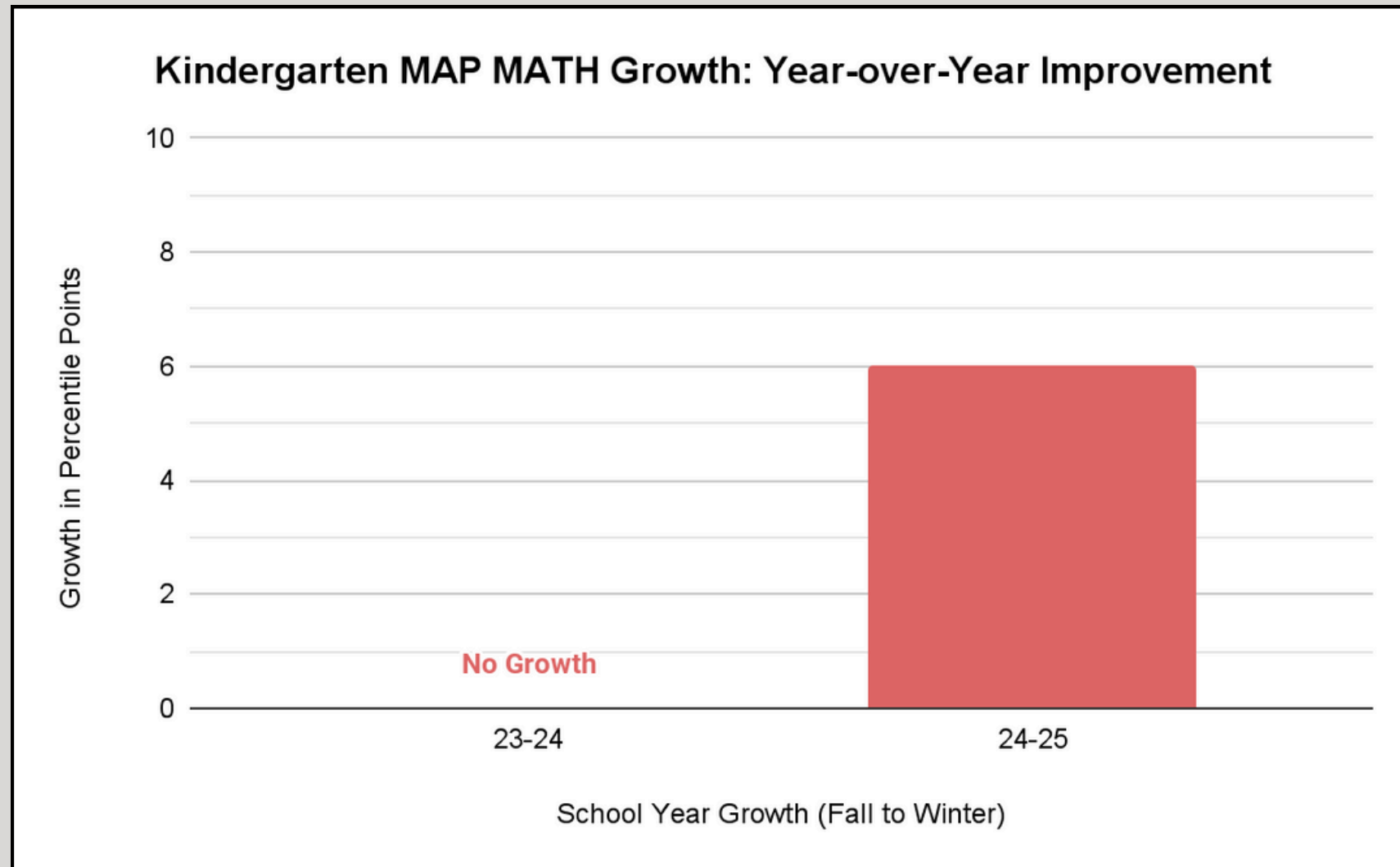
- Teachers who receive sustained, content-focused PD of **at least 49 hours [7.6 days]** show **significant gains in student achievement**. (Yoon et al., 2007)\*
- Districts must **balance PD investment with classroom continuity** to optimize both teacher growth and student experience. (ISBE, 2023)



# HOW DO WE KNOW PROFESSIONAL LEARNING WORKS?



## Example of a PL-infused initiative that resulted in measurable student growth



*\*Kindergarten Teacher PL 22-25 = 14.5 days (94.25 hours) & full-day kindergarten*

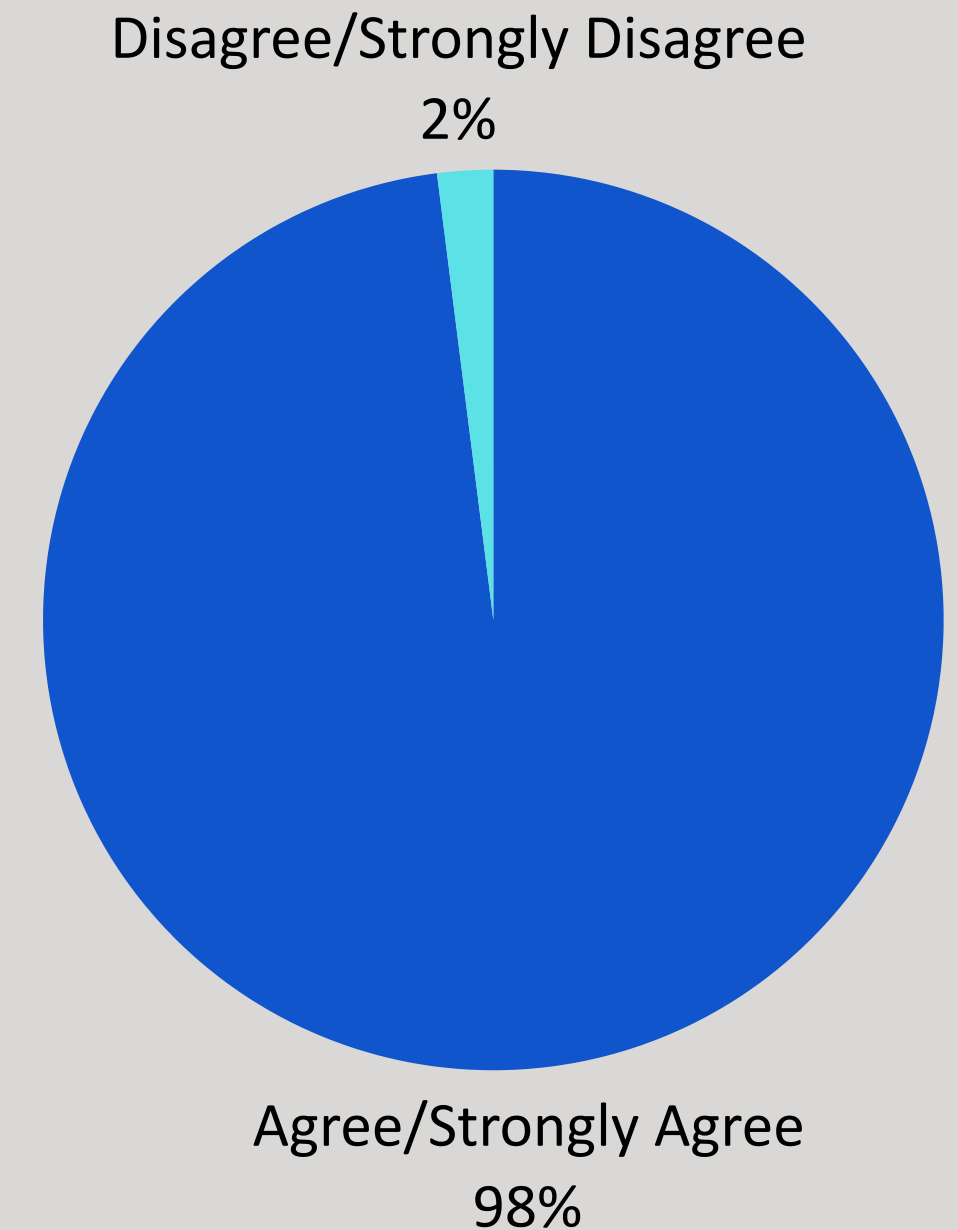
*The **benefits of PD** may take **multiple years** to fully manifest in **student performance data**. (Hill et al., 2013, p. 490)*

## Teacher Evaluations

***Collective teacher efficacy is the single most influential factor on student achievement, with an effect size of 1.57. When teachers believe in their ability to positively impact students and work collaboratively to improve instruction, the results are profound and measurable.***

*(Hattie, 2018, p. 104)*

This professional development will impact my professional growth or student growth in regards to content knowledge or skills, or both.



*[I have a] deeper understanding of how to easily incorporate reading during all parts of our day and ways to keep students interested and engaged.*

*I learned most about how to make reading lessons not only engaging, but also effective for every type of learner.*

*-D25 Teachers*



# HOW DO WE CONTINUOUSLY IMPROVE PL IN D25?



*Professional learning must be iterative, data-driven, and responsive to changing educational landscapes.*  
(Fullan, 2020)

# REFERENCES



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**QUESTIONS?**