



Reimagining Professional Learning Innovation Grant

Deadline for Intent to Apply: March 7, 2018

Deadline For Applications: May 4, 2018



Delaware
Department of Education

Type full name, school, and district in chat box

Talking:

Webcams ▾

Screenshot



Delaware DOE's Meeting




Organizer: 04 Delaware DOE GTM Account 04 | Presenter: 04 Delaware DOE GTM Account 04

Audio: Use your microphone and speakers (VoIP) or call in using your telephone.


United States: +1 (224) 501-3412
Access Code: 744-685-165
Audio PIN: 6


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Sound Check  ?

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▸ Attendees: 2 of 101 (max)

▸ Chat

Record

 Meeting ID: 744-685-165

Reimagining Professional Learning Innovation Grant

- The work demanded from the Delaware Standards implementation journey has prompted both the state education agency, districts and charters to rethink how we approach high quality professional learning.
 - Teacher capacity
 - Student growth

Creating Equitable K-12 Systems through Professional Learning

- The 2016 College Success Report revealed a gap in access for students to the full breadth of Delaware standards and advanced level courses. This has led to substantially higher remediation rates for specific groups of students compared to their peers. Systemic improvement for students starts with high quality professional learning to strengthen equity in classrooms and school buildings.
- In lieu of separate grants for Advanced Placement and College Going Culture, the Higher Education Office will be partnering with curriculum in this grant to support this key recommendation of the state's College Success Report.

Professional Learning in Delaware

- This grant aims to support the implementation of the Delaware standards through professional learning that is grounded in the [Learning Forward standards](#) adopted by Delaware's Professional Standards Board in 2012.
- **Professional learning** is defined as a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. There is a shift from the concept of professional *development* to professional *learning* to connote the importance of continuous improvement.

Perceptions in Delaware

- The most recent TELL Delaware survey revealed that while 93% of teachers are being held to high professional standards for delivering instruction, just 50% of teachers report receiving professional development that is differentiated to meet their individual needs and only 47% report that of professional development is evaluated with results communicated to teachers.

Three Conditions

- The 2015 report, *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development*, names three conditions for school systems to take:
 - 1) REDEFINE what it means to help teachers,
 - 2) REEVALUATE existing professional learning programs and supports, and
 - 3) REINVENT how we support effective teaching at scale.

Grant School Commitments

Reimagining Professional Learning Schools commit to:

- Establish a culture of high quality professional learning that is responsive to teachers' needs and ensure that it is measured based on its' impact on new practices and improved learning outcomes.
- Ensure that every student has access to the educational rigor, high quality instructional resources, and quality instruction that prepares her or him for lifelong success in career and educational pursuits.
- Follow a professional learning cycle of inquiry: assessing the current state according to school goals, planning strategies to close the gaps, gathering information along the way on what is working and what needs to be revisited.
- Build ownership at all levels. Communicate expectations for transfer of high quality professional learning to teaching practice.
- Ensure the plan is owned by both teachers and administrators – building the capacity of teacher leaders.
- Develop and engage in activities that support deep implementation and sustained focus. The resource of time is carefully allotted to support the professional learning areas of focus and likewise the leadership team has devoted adequate time to lead the work.

Grant Criteria

Educator professional learning opportunities are...

- Designed to ensure all students in all classrooms receive equitable access to high quality instructional materials and educators
 - The right to equitable educational opportunity is universal
 - The inalienable right to equitable educational opportunity includes the right to high expectations, higher-order pedagogies, and engaging curricula
- Connected to professional learning centered on the adoption and implementation of high quality instructional materials that support opportunities to strengthen standards–aligned instruction in classrooms
- Connected to research informed practices that support opportunities for content area(s) to strengthen standards–aligned instruction in classrooms
- Focused on curriculum specific experiences that strengthen standards–based instruction and building and solidifying systems/structures to support opportunities for multiple content areas to strengthen skillful use of instructional resources in classrooms

Important Facts

Deadline for Submission:

- Proposals must be received by the Delaware Department of Education by **3:00 PM** on or before **May 4, 2018**. Due to the competitive nature of these grants the deadline for applications will not be extended.

Eligibility:

- Applications may be submitted from a school principal and teacher leaders (with the written support of the central office – see application form).

Important Facts

Basis for Funding:

- Funding for this grant will be based on a school's demonstrated commitment to designing professional learning systems that supports the implementation of Delaware's college and career ready standards. There is an expectation that the professional learning outlined in the grant will also be supported by district and/or school funds (no less than 25% of the requested amount).

Available Funding:

- Grants funding may be requested for an amount up to \$30K. The number of grant awards will be based upon the competitive process of this grant application and the number of applications received.

Budget Period:

- July 1, 2018 to June 30, 2019, unless otherwise noted on the Notice of Grant Award.
- Schools that have previously received two years of funding are not eligible to apply.
- Funds will be distributed upon establishment of an appropriation and availability of funding.

Reimagining of Professional Learning

- The reimagining of high quality professional learning is an imperative. It will not happen overnight, but will start with the bold thinking of school leaders and be realized with longer-term efforts and the replication of successful practices seeded through this grant. Schools that are committed to this vision are encouraged to apply to receive a **2018 – 2019 Reimagining Professional Learning Grant**.

Important Dates

Public Notice	Date:	February 21, 2018
Live Question Forum Webinar	Date:	March 1, 2018, 9:00-11:00 (recorded)
Intent to Apply (required)	Date:	March 7, 2018
Administration of Standards Assessment Inventory (SAI)	Date:	Window open March 15, 2018 to April 20, 2018
Planning and Support	Date:	March 27, 2018, 8:30 – 12:30
Deadline for Questions	Date:	April 9, 2018, 3:00 p.m.
Question Forum & Rubric Review	Date:	April 18, 2018, 1:00-4:00 after Teaching & Learning Cadre
Deadline for Receipt of Proposals	Date:	May 4, 2018, 3:00 p.m.
Estimated Notification of Award	Date:	June 1, 2018

Application Sections

- The grant application must address the four areas outlined below (see application for more information):
 - Grant Overview (Executive Summary & Implementation Narrative)
 - Monitoring Progress and Program Evaluation (Narrative)
 - Budget and Budget Narrative
 - Professional Learning Action Plan
- Rubrics to evaluate the Professional Learning Action Plan and the comprehensive Sub-Grant Application, are included in the grant application

Grant Application



Delaware educators in Smyrna School District

REIMAGINING PROFESSIONAL LEARNING

2018-2019 School Year
DE Department of Education

Abstract

Seed a professional learning culture grounded in daily skillful use of high quality instructional materials and practices, responsive to teachers' and students' needs and leading to improved educator practice and student learning.

STATE OF DELAWARE
DEPARTMENT OF EDUCATION



Delaware
Department of Education

Teaching and Learning Branch
Curriculum - Instruction - Professional Development Workgroup

Reimagining Professional Learning Innovation Grant

Grant Application
2018-2019

Deadline for Intent to Apply:
March 7, 2018 (3:00 p.m.)

Deadline for Applications:
May 4, 2018 (3:00 p.m.)

Address Intent to Apply and Applications to:

reimaginingpl@doe.k12.de.us

Contact:

Kathy W. Kelly, ELA/Literacy & eLearning Education Associate

Curriculum, Instruction, & Professional Development Workgroup

Subgrant Application

	STATE OF DELAWARE DEPARTMENT OF EDUCATION	APPENDIX A ATTACHMENT A
State of Delaware Department of Education Sub-Grant Application		
Grant Title: Reimagining Quality Professional Learning Innovation Grant		
LEA/Agency/Organization Information		
School:	District:	
Lead:	Title:	
Address 1:	P.O. Box	
Street Address		
Address 2:	City	State
		Zip Code
Amount of Funding Requested:	Total Cost of Project:	
Proposed Sub-Grant Project Title: _____		
For FSF users, indicate department number under which funds should be loaded: _____		
Narrative (Sections 1– 3: Grant Overview; Monitoring Progress and Program Evaluation; Budget and Budget Narrative):		
*Attach the Action Plan to application (Section 4)		
Principal's Name:	Email:	Telephone:
Printed Names of Teacher Leaders, etc.:		
Signature of Principal:	_____	
Signature of Director of Instruction/Other:	_____	
Signature of Superintendent/Agency Head: _____		
Signature of Business Manager: _____		

PL Grant Action Plan

Attachment B



**REIMAGINING PROFESSIONAL LEARNING INNOVATION GRANT
ACTION PLAN**

School: _____

District: _____

"Professional learning drives change. When educators learn, students learn."

Learning Forward

Grant Rubric

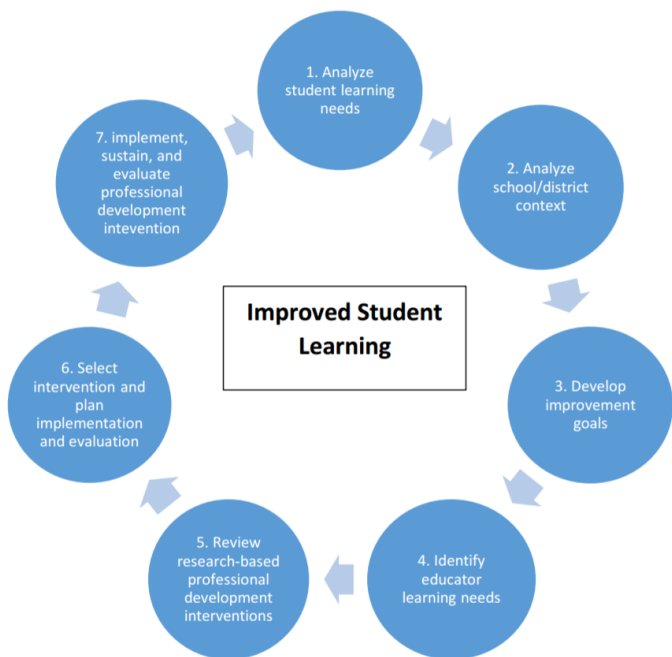
ATTACHMENT C

REIMAGINING PROFESSIONAL LEARNING INNOVATION GRANT RUBRIC				
	Ineffective (0)	Somewhat Effective (1)	Effective (2)	Highly Effective (3)
<p>AREA ONE: DESIGN Professional learning plans and activities are focused on improving student learning and emerge from the needs of educators and student learning data. The development of high quality professional learning plans and activities utilize rich, relevant data; data is reviewed to consider equity gaps across student groups and identify areas of focus for high quality professional learning and increased rigor for all students, high quality instructional resources are aligned to the professional learning priorities and professional learning outcomes are aligned with district and school goals.</p>				
Data: Focus on improving student learning	There is no connection between professional learning opportunities and/or objective and student learning.	The design of professional learning opportunities and/or objective is loosely connected to the improvement of student learning.	The design of professional learning is focused on the improvement of student learning across all sub-groups; there is an intentional link to student outcomes.	The design of professional learning opportunities is deeply connected to the improvement of student learning across all sub-groups. A clear objective links participant learning to changes in student learning .
Data: Utilize rich, relevant data	Professional learning are not designed based on a data analysis.	Data is used to develop and drive professional learning but sources are not varied and/or do not reflect identify root causes.	Professional learning is informed by relevant data sources in order to target specific areas of need.	Professional learning is informed by multiple quantitative and qualitative data sources such as assessments, observations, work samples, and/or colleagues that yield root causes/needs.
Learning Designs: Demonstrate understanding of the needs of educators	There is no evidence of a needs assessment and the plan is driven by compliance-related needs .	The professional learning is driven by leaders with insufficient engagement of educators	Professional learning plans and activities emerge from and respond to the needs of educators in support of diverse student groups and instructional practices	Professional learning is powered by a thorough needs assessment that uncovers what educators want and need and emerges from educators expressed or identified needs (supporting diverse groups , instructional practices).
Learning Designs: Employ effective adult teaching and learning strategies	Professional learning activities do not adhere to adult learning theory, research and best practices.	Professional learning activities somewhat integrate theory, research and best practices of adult learning. Participants are somewhat engaged in exercises of inquiry, dialogue and reflection.	Professional learning activities fully integrate theory, research and best practices of adult learning. Participants are engaged in exercises of inquiry, dialogue and reflection.	Professional learning activities fully integrate theory, research and best practices of adult learning. Participants are engaged in inquiry, dialogue and reflection. Participants are engaged in professional learning activities that address the diverse learning needs and backgrounds of the participants.
Leadership:	The instructional leadership has not considered capacity building or structures.	The leadership team has established structures but there is no evidence of capacity building.	The team has shown evidence of capacity building and has satisfactory systems in place.	The instructional leadership team develops their own and others capacity for the leadership of professional learning and establishes quality systems and professional learning structures.
Resources:	There is little or no alignment between resources and high priority needs.	Resources are allocated to align professional learning with high priority student and adult learning needs; resources are monitored infrequently.	Resources are aligned to high priority student and adult learning needs; resources are monitored regularly.	Resources are allocated to align professional learning with high priority student and adult learning needs and a system exists for the ongoing monitoring of the effective use of resources. Resources are devoted to activities that strengthen their competency to engage with students of diverse backgrounds and learning needs.

March and April Planning/Support Resources

Appendix D

Backmapping Model for Planning Professional Learning



ATTACHMENT E



Reimagining Professional Learning Grant: Guskey Placemat



➤ Purpose: To improve the quality and efficacy of professional learning for teachers in Delaware in order to support a shared commitment to collaboration, continuous improvement, and measurably better outcomes for our students.

Milestones completed	Key Questions for Each Level	Application to Delaware Standards	Evidence Examples
Operations and Logistics	<ul style="list-style-type: none"> Did the initiative take place as planned? Did it reach the planned number of teachers in your school(s)? Did it advance the implementation of high quality instructional materials and professional learning? 	<ul style="list-style-type: none"> How many teachers report participating in the professional learning opportunity? 	
Participants' Reactions (Level 1)	<ul style="list-style-type: none"> How did the teachers experience it? Did they think it was useful/valuable? 	<ul style="list-style-type: none"> Do participants believe the professional learning opportunity was valuable? Why or why not? 	Professional learning evaluations; interviews with teachers; Likert scales; discussion forum threads; exit tickets
Participants' Learning (Level 2)	<ul style="list-style-type: none"> Did those impacted by the initiative learn what was intended? Do they understand what they are expected to do differently? 	<ul style="list-style-type: none"> Did participants in professional learning opportunity understand more about teaching for proficiency and its connections to the Delaware Standards? 	Pre/post test results or teachers' reflections on what they learned; samples of collaborative planning deliverables
Organization Support and Change (Level 3)	<ul style="list-style-type: none"> What are the main challenges the field faces in meeting the expectations placed on them? Are there additional supports needed to help them meet these challenges? 	<ul style="list-style-type: none"> Do teachers report that they are provided adequate time to plan with colleagues? Do they have access to proficiency-oriented and Delaware Standards-aligned resources? 	PLC agendas/minutes, walkthrough tools, PLC cycle of inquiry protocol, evidence of adjusted master schedule
Participants' Use of New Knowledge or Skills (Level 4)	<ul style="list-style-type: none"> Are those impacted by the initiative changing their behavior/practice in a manner consistent with expectations? 	<ul style="list-style-type: none"> Do principals observe teachers incorporating proficiency-focused instructional practices that connect to the Delaware Standards? 	Summary of walkthrough information including how many teachers are using new practices and what new practices are in use; video/audio recordings; direct observations
Student Learning Outcomes (Level 5)	<ul style="list-style-type: none"> How are those impacted by the initiative helping their students succeed? How is this success correlated with the preceding elements of this framework? 	<ul style="list-style-type: none"> Do the students of teachers who participated in professional learning perform towards higher levels of proficiency? 	Teacher reflections, student work examples or results on assessments showing growth in areas addressed such as math, writing, and reading; student interviews

The Backmapping Model for Planning Professional Learning describes a seven-step process for planning

Intent to Apply & Proposals

- March 7, 2018 - Intent to Apply reimaginingpl@doe.k12.de.us

Planning Support Sessions for applicants (PDMS Course #26890)

- March 27, 2018 8:30 – 12:30 Collette (PDMS Section #47578)
- April 18, 2018 1:00 – 4: 00 (PDMS Section # 47583)
- May 4, 2018 Deadline for Receipt of Proposals
reimaginingpl@doe.k12.de.us
- Point of Contact: Kathy Kelly - kathy.kelly@doe.k12.de.us
- Website - <https://www.doe.k12.de.us/Page/3782>