



Arlington
Public
Schools



Professional Learning BRIEFING REPORT

JULY 2022



PROFESSIONAL LEARNING

Professional learning opportunities in Arlington Public Schools are in place to improve student learning experiences and outcomes. Professional learning includes opportunities for individual development, team and school improvement, and program implementation of practices, curricula, and instructional strategies that APS has embraced as a school system. The Professional Learning Office (PLO) has served APS instructional staff through supporting effective professional learning. The services coordinated by this office include learning for teachers, assistants, administrators, and administrative support staff, as well as the coordination of and support for the Teacher Mentor Program, the Career Advancement Program, and university partnerships.

As a part of the reorganization in July 2021 the Professional Learning Office was moved from Academics to Human Resources to take on the perspective of supporting all staff, not just instructional staff, as well as managing the Title II grant, with the expectation of continued coordination and collaboration with Academics. While continuing the instructional learning support, the office worked to understand how departments provide staff professional learning and engage with staff to learn about their learning needs, as well as develop a district wide professional learning plan. New responsibilities include Title II Grant management, provisions for professional growth for all scales and district-wide evaluation support.

The program description has evolved as a result of the reorganization. As a part of the District Wide Professional Learning Plan development the program description has become more inclusive to represent all staff.

PRE-2021 PROGRAM DESCRIPTION

The Professional Learning Office (PLO) serves all APS instructional staff by supporting district-wide effective professional learning.

2021-22 PROGRAM DESCRIPTION

The Professional Learning Office (PLO) serves all APS staff by supporting district-wide effective professional learning.

2022 PROGRAM DESCRIPTION

Staff Growth = Student Growth and Achievement

A career in APS means constant growth and new opportunities. We invest in varied professional learning, growth, and development opportunities to build the capacity of our staff to serve the diverse needs of our students and families.

Vision

Arlington Public Schools provides differentiated and job-relevant professional learning that enables all employees to develop desired skills and expertise to achieve their goals and meet the diverse needs of our students.

Outcome

Professional learning drives collaboration and builds the knowledge and expertise of all employees, to advance student outcomes and improve division-wide performance, productivity, job satisfaction and retention.

KEY SERVICES AND PROCESSES

- Plan, implement, and evaluate the provision of professional growth for all staff **NEW**
- County-wide professional learning
- APS Leader Competencies and Learning
- APS Professional Growth System (Frontline)
- T-Scale BASE Camp - Building and Supporting Educators
- Teacher Mentor Program
- T-Scale Career Advancement Program (CAP)
- T-Scale Evaluation Support
- Teacher Research
- Teacher University Field Placements
- A-Scale professional Learning
- Title II B Grant Management **NEW**

PROGRESS ON STRATEGIES

KEY POLICIES

The key policies the PLO supports are:

- G-3.14.30 T-Scale Evaluation
- G-3.14.31 Administrator & Non-Instructional Professional Staff Evaluation – P-Scale
- G-3.2.1 Salary (CAP)

Key Staff in the PLO:

- Director
- Professional Learning Specialist (2)
- Administrative Assistant

The work of the PLO contributes to two Strategic Plan strategies and two performance objectives as well as the following measures and performance objectives.

- Grow and develop current and future high-quality leaders/managers. S-EW-3
- Implement a competency-based professional learning and evaluation framework inclusive of all staff members. S-EW-5
- All staff participate in training that meets or exceeds industry standards for their position. PO-EW-2
- At least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters. PO-EW-3
- M-EW-7 Staff PL Participation Data
- M-EW-8 YVM PL results
- M-EW-9 Staff feedback on PL activities
- PO-EW-2 All staff participate in training that meets or exceeds industry standards for their position.
- PO-EW-3 At least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.

ACTIONS COMPLETED



The PLO collaborated with other APS departments to provide leader learning opportunities aligned to [APS Leader Competencies](#).

- [2021 Summer Leader Learning](#) - 23 Activities
- 2021-22 Leader Learning - 22 Activities
- [2022 Summer Leader Learning](#) - 51 Activities

The PLO collaborated with DEI, Academics, and Student Support to provide county-wide instructional PL throughout the year to include: Summer Learning, Preservice, PL Day Second Monday in October, and two County-wide early release days.

The Strategic Plan Measure 7 of the engaged workforce goal focuses on staff PL participation. For 2021-22 there were **2,159** activities with **59,523** registrants in Frontline, our PL system of record.

2021-22 Staff PL Participation Data M-EW-7

2021-22 PL Activity Data		
Event	Sum of Activity Hours	Sum of Num Enrolled
Summer 2021	738	2,125
Leader Learning Summer	142	1,089
BASE Camp - New Educator Orientation	157	1,691
Pre-service	297	5,315
Q1	434	2,426
10/11/21 Professional Learning Day	303	7,596
Q2	215	674
Q3	210	1,511
2/9/2022 County-wide Early Release PL	241	2,069
Q4	30	151
Semester 1	151	404
Semester 2	105	566
Year-long	2,048	16,092
Leader Learning	60	54
(blank)	9,904	71,179
Grand Total	15,032	112,942

STAFF FEEDBACK ON PL ACTIVITIES M-EW-9

Measure 9 focuses on staff feedback on PL activities. Continued use of the **activity feedback form** in Frontline provides insight into the professional learning activities. This provides leading indicator data on the relevance of APS professional learning offerings. The PLO analyzes two of the questions from the evaluation district-wide. The first question, "How relevant was this offering to your work?", shows that overall 84% of respondents rated the activity as 4 relevant or 5 extremely relevant. Using the Frontline activity evaluation data, the Net Promoter Score (NPS) and the relevance rating of the PL activity data is gathered via the Frontline activity evaluation. For the 2021-22 school year, there were 3,106 evaluations submitted. The NPS of all 2021-22 PL Activities was 39 and 84% of respondents reported the activity to be "relevant" or "extremely relevant" to their work. The NPS for 2021 and 2022 remains similar (2021 NPS 37 and 2022 NPS 39).



The Net Promoter Score (NPS) serves as a research-based predictor of how attendees will discuss the session. If participants had a positive experience and found it helpful, they are more likely to recommend the activity to a friend or colleague. Promoters are those who give a score between 9-10. They are loyal customers who will recommend offerings to colleagues. Passives are those who give a score between 7-8. They are relatively satisfied. They wouldn't go out of their way to recommend the activity. Detractors are those who give a score between 0-6. They are dissatisfied customers who may damage your brand reputation by providing negative feedback or spreading negativity through word-of-mouth. Ultimately, the NPS is the difference between the percentage of promoters and percentage of detractors. Keep in mind that this feedback is likely focused on the content of the activity rather than the delivery. While scores vary across different industries, the NPS can range from -100 to +100, an NPS of +50 is generally deemed excellent, and anything over +70 is exceptional ([Amaresan, Swetha. "What Is a Good Net Promoter Score?." HubSpot. Retrieved 3/19/2021.](#)) Calculator: <https://delighted.com/nps-calculator>

SPRING 2021 LEARNING NEEDS SURVEY FOR OPERATIONAL STAFF

Numerous employee groups have requested more relevant learning experiences. APS sought input on staff learning needs (C, D, E, G, M, P, and X Scales) and will use the input to guide the planning of learning activities. The learning needs of our larger instructional employee groups, T and A scales, were addressed via a different process this year by gathering input from lead teacher groups. Additional opportunities for discussion with O scale staff will be provided at a later date.

In collaboration with Planning and Evaluation, the PLO deployed a 4 question survey to help develop learning activities that meet staff needs.

2021 Spring learning needs survey questions:

Note: A high performing employee is someone who does their job really well.

1. In your opinion, what do high performing employees in your role with APS know? (Please list the three most important items below.)

2. In your opinion, what do high performing employees in your role with APS do? (Please list the three most important items below.)
3. As an employee, I need the following learning activities to continue to improve my work and/or do my current job:
4. Please think about your career with APS and how you would like to grow. What do you need to grow your career with APS?
5. Please share any additional comments below.

While the response rate was low, it provided a starting point for the Fall Listening tour with each department director.

SCALE	Count of EmailAddress	Total Employees	%
C SCALE	3	74	4%
D SCALE	15	246	6%
E SCALE	97	227	43%
G SCALE	62	283	22%
M SCALE	17	337	5%
O SCALE	12		
P SCALE	76	163	47%
X SCALE	23	261	9%
Grand Total	305	1428	16%

P- AND E-SCALE LEARNING NEEDS BY TOPIC

Collaboration and instructional technology skills were topics rated as a learning need by principals. General technology tools, collaborative structures, instruction and technology were rated as high learning needs by E-scale staff.

P-Scale	Count	E-Scale	Count
Grand Total	202	Grand Total	255
Collaboration/Leadership	18	Tools - General	27
Management	16	Training - General	27
Instruction	15	Certification/Conferences	26
Equity	13	Leadership Skills	20
Tech Skills	13	Opportunity to Lead	18
Literacy	12	Collaborative Structures	17
Cognitive Coaching	11	Instruction	12
Data	9	Communication	11
Learning	8	Supervision	11
CLT/ATPS	7	Tech - IS Hardware	10
APS Processes	6	Facilities	8
Conflict Resolution	6	Tech - IS Specific	6
Finance	6	Data/Statistics	5
HR	6	Tools - Canvas	4
Special Education	6	Tools - Excel	4
Supervise staff	6	Food Services	3
Aspiring Leaders for current	5	Tools - Adobe	3
Communication	5	Tools - Operating Systems	3
Restorative Practices	5	Tools - SMART	3
School/workplace culture	5	Tools - Stars	3
Social Emotional	5	Tools - Synergy	3

P- AND E-SCALE LEARNING NEEDS BY COMPETENCY

The results for P- and E-Scale by competency are detailed here. The topics indicated as the largest need are circled in red – collaboration was highlighted as a need for both.

P-Scale	Competency	COUNT OF TOPIC	E-Scale	Competency	COUNT OF PLO
	1.1 Visiting	0		2.1 Organizational Culture Management	2
	2.1 Organizational Culture Management	0		2.3 Relationship Management	2
	3.1, 2.2, 2.3	1		2.5 Equity	1
	2.2 Conflict Management	0		3.3 Workforce Capability Management	24
	3.3 Relationship Management	8		3.4 Workforce Capacity Management	18
	2.5 Equity	38		4.1 Data Analysis	5
	2.6 Inclusivity	3		4.3 Planning	2
	3.1 Hiring	2		4.5 Change Management	2
	3.3 Workforce Capability	1		4.6 Accountability	2
	3.3 Workforce Capability Management	12		5.1 Emotional Intelligence	1
	3.3 Workforce Capacity Management	5		5.2 Communications	18
	3.4 Workforce Capacity Management	4		6.1 Collaboration	18
	4.1 Data Analysis	1		6.1 Learner	11
	4.2 Problem-solving	1		6.3 Knowledge of Domain	134
	4.3 Planning	14		Grand Total	255
	4.4 Decision Making	6			
	4.5 Change Management	6			
	4.5 Change Management	1			
	4.6 Accountability	2			
	5.1 Emotional Intelligence	5			
	5.2 Communications	35			
	5.3 Collaboration	25			
	6.1 Learner	4			
	6.3 Knowledge of Domain	4			

PRINCIPAL LEARNING NEEDS

Principals identified collaboration and instruction as their largest area of PL need.

1.1 Visioning	2	Grand Total	201
2.1 Organizational Culture Management	8	Collaboration/Leadership	18
2.1, 2.2, 2.3	1	Management	10
2.2 Conflict Management	8	Instruction	15
2.3 Relationship Management	3	Equity	13
2.3 Equity	10	Tech Skills	13
2.6 Inclusivity	3	Literacy	12
3.1 Hiring	2	Cognitive Coaching	11
3.3 Workforce Capability	1	Data	9
3.3 Workforce Capability Management	12	Learning	8
3.3 Workforce Capability Management	5	CLT/ATSS	7
3.4 Workforce Capacity Management	4	APS Processes	6
4.1 Data Analysis	1	Conflict Resolution	6
4.2 Problem-solving	1	Finance	6
4.3 Planning	14	HR	6
4.4 Decision Making	6	Special Education	6
4.5 Change Management	6	Supervise staff	6
4.5 Change Management	1	Aspiring Leaders for current	5
4.6 Accountability	2	Communication	5
5.1 Emotional Intelligence	5	Restorative Practices	5
5.2 Communications	6	School/workplace culture	5
5.3 Collaboration	25	Social Emotional	5
6.1 Learner	8	Adult Learning	3
6.2 Integrity	5	English Learners	3
6.3 Knowledge of Domain	62	Relationships/Mentorship	3
Grand Total	201	Adaptive Schools	2
		Change	2
		Master Schedule	2

ASSISTANT PRINCIPAL LEARNING NEEDS

Assistant Principals identified instruction, technology skills, and workforce capability management as their largest areas of PL needs.

Adult Learning	2	2.1 Organizational Culture Management	2
APS Processes	1	2.2 Conflict Management	1
Aspiring Leaders for current leaders	3	2.3 Relationship Management	2
Change	1	2.5 Equity	3
CLT/ATSS	2	2.6 Inclusivity	1
Cognitive Coaching	1	3.1 Hiring	1
Collaboration/Leadership	2	3.3 Workforce Capability Management	6
Communication	1	4.1 Data Analysis	1
Conflict Resolution	2	4.3 Planning	2
Data	1	4.4 Decision Making	1
Equity	4	4.5 Change Management	3
Finance	4	5.1 Emotional Intelligence	1
HR	2	5.2 Communications	2
Instruction	4	5.3 Collaboration	3
Learning	2	6.1 Learner	2
Literacy	8	6.2 Integrity	2
Management	3	6.3 Knowledge of domain	29
Master Schedule	1	Grand Total	62
Relationships/Mentorship	2		
Restorative Practices	2		
School/workplace culture	2		
Social Emotional	1		
Special Education	4		
Supervise staff	1		
Tech Skills	6		
Grand Total	62		

FALL DEPARTMENT LISTENING TOUR

The Director of Talent Acquisition and Management and the Director of Professional Learning engaged in conversations with each department director to understand their learning and hiring needs. Key findings of these 18 conversations include:

1. All operational departments expressed the need for more formalized guided technology training
2. All operational departments expressed the need for more formalized as a new manager/director training
3. All operational departments utilize outside associations for job-specific learning/training
4. All operational departments expressed the desire to meet as a director group
5. Most operational departments expresses a need for orientation to APS structure and how APS does business overall

DIRECTOR COLLABORATION

The PLO in collaboration with HR implemented Director Collaboration gatherings. The group identified a purpose and mission for the gatherings and will continue to gather routinely through the 2022-23 school year.

G-SCALE PROFESSIONAL LEARNING ADVISORY GROUP

The PLO in collaboration with HR met regularly with G-scale volunteers to advise the systemization of G-scale learning support. As a result of the collaboration, ten professional learning activities were offered for G-scale staff on April 18. While we have 320 G-scale employees, 128 seats attended in the PL day is a good start with an average 33 NPS and 74% relevance rating.

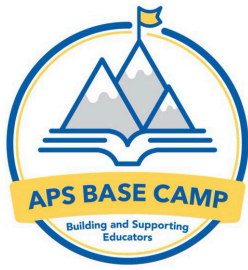
ACTIVITY	Attendees AM	Attendees PM	NPS	Relevance
PL2022 Planning a Mentor Program 9:00 AM	8	0	25	67%
ET2022 Advanced Data Analysis with Excel - in person at Syphax	11	4	80	100%
PL2022 Active Listening Strategies	10	5	38	88%
PL2022 Creating and Managing Requisitions	8	7	10	53%
PL2022 STARS- How to pull budget reports, starting budget through end of year spending	20	15	83	66%
Microsoft Forms	3	-	-	-
AS2022 Synergy Student Incident Referral, Intervention and Suspension Data Entry 04/18/2022	19	4	34	88%
SPED2022 Special Education Admin Supports		15	50	62%
PL2022 Confrontation Conversations	7		25	71%
Total	78	50	33 (average)	74% (average)

EMPLOYEE ADVISORY COMMITTEE COLLABORATION

The PLO in collaboration with HR annually meets with the EAC to hear the groups' input on learning needs in the Spring of 2022. With the move to collective bargaining and the end of the EAC, at the request of several in the group, the PLO will continue to meet with the employee scales, in a similar structure to the G-scale PL planning advisory group this year.

BASE CAMP

Building and Supporting Educators (BASE Camp) new educator orientation took place August 16th - August 18th for all new to APS educators. 236 new educators RSVPd for BASE Camp 2021 and Human Resources and Information Services worked collaboratively to ensure that all new educators who were cleared had access to their APS device(s) prior to the start of BASE Camp. New this year, August 13th was an asynchronous pre-work day, while August 16th - 18th consisted of a combination of virtual, in-person, and



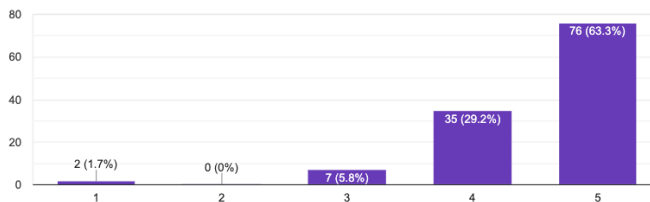
asynchronous activities. After the kickoff ceremony that featured Dr. Durán, cabinet members, and the School Board Chair, new educators met with their content office(s) or department, as well as engaged in sessions geared toward equity, English Learners, special education, and gifted services in APS. They also had an opportunity to learn about

tools for teaching and learning and Canvas. All special education teachers also participated in a special education overview and IEP information session. On Wednesday, August 18th, all new educators reported to their individual school sites where they had an opportunity to spend the afternoon with school staff and engage in dialogue around instruction, collaborate with mentors, and more.

[BASE Camp 2021 agendas](#) include the following educator groups: Elementary Educators, Secondary Educators, Special Education, Student Services, and Electives. After BASE Camp was complete, all participants were sent a survey to fill out related to their experiences at BASE Camp. The Base Camp activities had a NPS of 60 and a relevancy rating of 75% rating the session a 4 or 5 (5=extremely relevant to their work). 94% of participants replied that they felt prepared to transition to APS (34.1% extremely prepared, 40.7% very prepared and 20.3% felt prepared).

How relevant were the content based required sessions during BASE Camp (sessions with your supervisor or department)?

120 responses



When asked how relevant the required content sessions were:

- 42.3% of participants responded extremely relevant
- 38.2% responded very relevant
- 15.4% said relevant and helpful
- 2.4% said somewhat relevant
- 1.6% said not relevant

PRESERVICE

Arlington Public Schools incorporated seven days of preparation prior to staff beginning the 21-22 school year with students. In collaboration with the Academics Office, PLO coordinated learning sessions in a variety of formats including live, recorded, and self-paced. On August 19th, all T-Scale and A-Scale staff reported to their buildings to kick off the school year. The [2021-2022 Pre-Service Schedule is available here](#). August 19th, 20th, 26th, and 27th were building-based work days, while August 23rd, 24th, and 25th were county-wide professional learning days for various groups. Monday August 23rd was dedicated to state mandated training and changes in curriculum, and professional learning around SOL Updates,

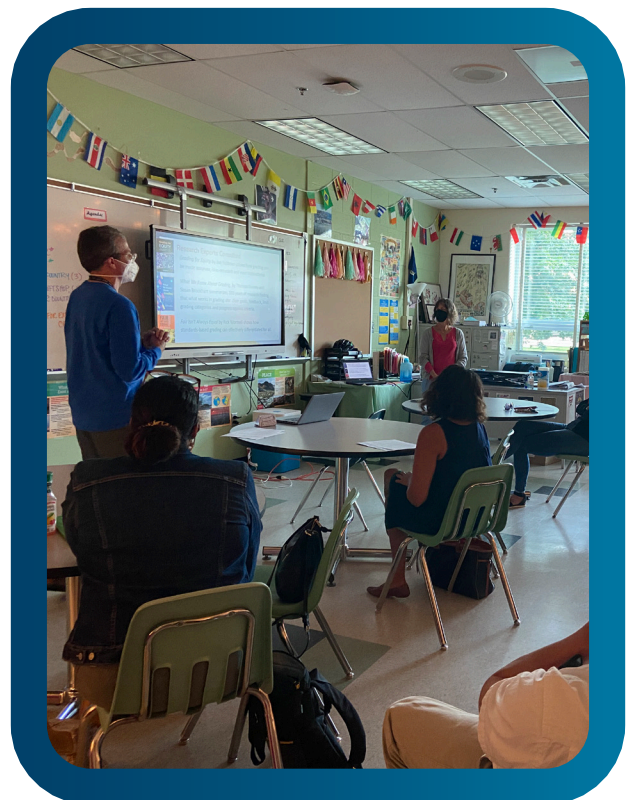
Phonics Instruction, Culturally Responsive Curriculum and more was offered. There was a focus on English Language Arts sessions, particularly at the elementary level due to curriculum changes. There were also several English Learner SIOP sessions accessible to staff.

The PLO also helped coordinate and support the districtwide Health and Safety Training as well as the Accessibility Training for all staff.

A total of 50,445 “seats” in 267 sessions were offered during those two weeks for a total of 18,243 hours of professional learning completed by all scale types. Teachers and Instructional Assistants completed 18,017 of those hours. The preservice activities had a NPS of 42 and a relevancy rating of 87% rating the session a 4 or 5 (5=extremely relevant to their work).

CAREER ADVANCEMENT PROGRAM

In alignment with the APS commitment to retain highly qualified staff, the PLO manages the Career Advancement Program (CAP). There are two opportunities in a teacher’s career at APS to advance on the salary schedule based on demonstrated knowledge and skills, the APS Local Portfolio and National Board Certification. The CAP process recognizes a teacher’s knowledge and skills and provides the opportunity to earn more in salary earlier in their career, leading to improved job satisfaction and retention. There continues to be growing interest in the Local Portfolio option. The PLO is working to revise the eligibility process to align closely with district priorities, as well as update the Local Portfolio Handbook to reflect a new timeline. This year, there are 6 candidates being supported through the Local Portfolio process and 56 APS staff members attended CAP overview sessions to learn more about the Local Portfolio option.



In addition to the Local Portfolio and as the second option of CAP, the PLO supports candidates who are pursuing National Board Certification through NBPTS. In December 2021, 13 teachers certified and 16 teachers renewed their certification. These teachers were recognized at the February 3, 2022 school board meeting. This school year, almost 50 teachers are being supported through the APS National Board support cohort during the 2021-2022 Assessment Cycle, as well as 30 teachers who are being supported through the National Board renewal cohort. This school year, 16 teachers attended the National Board Certification overview sessions to learn more about the incentives and support offered to candidates in our district, with 100% of respondents evaluating the session as “extremely relevant” to their work. In the Spring of 2022, the PLO implemented a hybrid National Board Seminar to help prepare 25 teachers for their upcoming journey in the 2022-2023 school year. The seminar is an important requirement to receive APS funding. Through the sessions, teachers learn about the extensive commitment to the process required and the incentives for pursuing National Board Certification.



MENTOR PROGRAM

- 256 New Educators Assigned a Mentor
 - 108 to new educators
 - 148 to experienced educators but new to APS
 - 96 new teachers paired with highly effective teachers and coaches within VA funded through a JMU grant
- 84 new teacher mentors trained

Each year, brand new educators, as well as experienced but new to APS educators, have the opportunity to be paired up with a current APS educator who will serve as their mentor. Brand new educators receive a full-year mentor, while experienced but new to APS educators receive a half-year mentor.

Educators are recommended by their supervisor to serve as mentors. This year, 84 educators were newly trained to be a mentor in APS. Newly recommended mentors participate in Mentor Training which is a Canvas course integrated with Nearpod, that provides an overview of the mentor program, mentor requirements and responsibilities, teacher retention, and the phases of a first-year educator. It also reviews language of support when coaching and the importance of pausing and paraphrasing. It also provides mentors an opportunity to learn about and practice coaching with their mentee.

Those who have mentored previously do not need to retake the mentor training course, however, they are required to complete the Mentor Refresher Training every five years to continue their status as an active mentor.

EVALUATION

The PLO provided updates throughout the year to evaluators for beginning of the year conversations, mid-year check ins and end of the year evaluations.

The PLO continues to support the **Teacher Evaluation**

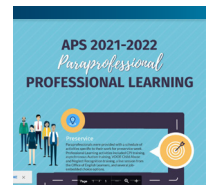
process. This year, the PLO developed informational documents to support the new requirements around SMART Goals for the 2021-2022 school year. Additionally, to help scaffold the documentation of staff professional learning, the PLO revised the Standard 6 form. The revisions provided a more detailed template for staff to complete with dates to reflect the five floating contract PL days included in teacher contracts. To support this change, the PLO released a document that was shared with evaluators and schools to help simplify and clarify the requirements for floating contract days.

In alignment with VDOE, the PLO in coordination with Academics, Human Resources, and School Support updated the Teacher and Principal Evaluation process to include the new standard on culturally responsive teaching and equitable practices to include revisions to the PIP, Policy, and handbooks. Training and support is planned throughout the year for a successful implementation.

PROFESSIONAL LEARNING FOR A-SCALE STAFF

This school year, the PLO coordinated specific professional learning opportunities for A-scale staff. This work included a detailed schedule of targeted training during pre-service week specific to the needs of A-scale staff with evaluations which listed more than 80% of respondents reporting the training to be “relevant” or “extremely relevant” to their work and a NPS of 42. PLO sponsored a year-long professional learning course for paraprofessionals provided by [Inclusive Schooling](#) to be engaged in during professional learning days or early release days. This resource will continue to be available for new paraprofessionals who join the APS team in the future.

[View complete document](#)



COLLABORATION AND SUPPORT

The PLO is committed to supporting effective professional learning through collaboration with other offices. PLO works collaboratively with departments and

schools to develop professional learning opportunities that are aligned with the Teaching and Learning Framework. These opportunities are offered to educators several times throughout the year, including BASE Camp, Summer Leader Learning, A-Scale Professional Learning Day, and APS Days of Learning.

The PLO **implements Cognitive Coaching and Adaptive Schools** strategies by conducting planning, reflecting, and problem resolving conversations with department colleagues, schools, and offices about supporting effective instruction through effective professional learning designs. These conversations result in building workforce capacity and more cohesive work. Several cohorts were disrupted during the pandemic and were not able to complete the seminars. An Adaptive Schools cohort and two Cognitive Coaching cohorts were completed this year. In addition, the PLO staff utilized the skills of coaching, planning, reflecting, and problem resolving conversations with various offices, staff, and schools.

Cognitive Coaching Seminars

- NPS = 93
- 100% extremely or very relevant to my work
- Participant Comments:
 - I feel encouraged to be more thoughtful, and insert pauses, even in the midst of the frenetic pace of the school day. Thank you sooo much!
 - This has been the most insightful and helpful professional learning I have done while at APS. Great training for teaching. All of the skills extend into all aspects of daily life.
 - This was my absolute favorite training I've taken at APS so far! The work was extremely relevant and immediately applicable at school in my work with teachers, students, and peers.
 - I think that all persons in a position of leadership, or anyone who leads a team at APS, should be required to take this training.
 - In just such a short time, I have seen the outstanding impact on communication in both my professional and personal life.

Adaptive Schools Seminars

- NPS = 64
- 91% extremely or very relevant to my work
- "Absolutely loved this training!! Thank you so much!!"

FIELD EXPERIENCE PLACEMENTS

This school year, the PLO placed 33 university students in the Fall and 25 in the spring for Teacher Field Experience placements.

TEACHER RESEARCH NETWORK ([WATCH VIDEO](#))

The PLO sponsors the APS Teacher Research Network, facilitated by Sally Donnelly, Middle School Reading Teacher, and supported by the Professional Learning Specialist in the PLO. In its third year, there are 40 educators participating across all levels (ES, MS, HS) organized into eight facilitated cohorts. The cohorts include teachers, specialists, and administrators.

100% of APS educators who participated in teacher research during the 2021-2022 school year describe their experience as a positive experience and they would recommend for a colleague to join a future cohort. 100% of APS educators who participated in teacher research during the 2021-2022 school year said they grew professionally in their self-chosen topic. 100% of APS educators who participated in teacher research during the 2021-2022 school year said they would consider joining again because they liked the choice, the collaboration, and the built-in time to reflect, receive feedback and stay focused.

On June 8th, APS educators gathered for the 3rd annual Teacher Research Conference, hosted by the Professional Learning Office. Prior to breakout sessions, Ellin Keene provided a keynote highlighting the impact of teacher research. Ellin serves as senior advisor at Heinemann and oversees the Heinemann Fellow Initiative which gathers a select group of educators to engage in action teacher research across a two-year period. Ellin also is a national literacy leader and author. After the keynote, participants engaged in three rounds of [breakout sessions](#) to learn from their colleagues about their teacher research stories from the 2021-2022 school year. The event concluded with light refreshments and networking, as well as time to [learn more about how APS staff can join a teacher research cohort](#). Participant feedback indicated that more than half of participants would consider joining a cohort next year.



TITLE II GRANT MANAGEMENT

With the reorganization, oversight of the Title II Grant moved into the PLO. The office successfully completed the 2021 and 2022 annual applications. The PLO collaborated with various offices and consulted with private schools about their portion of spending and reimbursements. A large part of the work is collecting stakeholder feedback on our funding priorities achieved through various departmental and cross-departmental meetings. APS successfully completed a VDOE May 2022 Title II Audit. [Additional VDOE Information about Title II](#)

APS PROFESSIONAL LEARNING PLAN DEVELOPMENT

What Does a Professional Learning Plan Look Like?

Components:

- I. Foundations**
 - Professional learning vision
 - Core belief statements for PL in APS
 - Problem statement that aligns with APS Strategic Plan
 - Current status assessment (data collection and analysis)
- II. PL Goals**
 - Strategic goals aligned to APS Strategic Plan
 - Cadence for timeline, milestones, and short-term activity planning
 - Measurement of impact
- III. PL Operations**
 - Team member and key stakeholder roles and responsibilities
 - Process details and resources
 - Budget Implications

Goal setting is a big part of this work! Sample goal areas will include:

- Content and pedagogy
- Coherence and relevance
- Measurement and impact
- Professional learning culture
- Other areas identified by the district as high priority considerations

The PLO engaged a cross departmental design team to draft the APS Professional Learning Plan.

The Core design team drafted the Foundations and PL goals and activities. The PLO will gather stakeholder feedback on this draft and use it to guide district-wide PL planning.

APS PROFESSIONAL LEARNING OVERALL - FRONTLINE

With the Frontline system, a quarterly calendar was established for professional learning.

2021-22 PL Activities	Net Promoter Score	Relevancy (4-5 on 5 pt scale)
Base Camp	60	80%
Q1	50	90%
Q2	66	92%
Q3	53	89%
Q4	16	80%
Day of Learning 10/11	27	76%
A-scale PL	42	80%
Feb Early Release	27	84%

In addition, Frontline reporting features provide usage data. Monday is the busiest day of the week in Frontline.

Professional Growth - Arlington Public Schools

User Session History - Arlington Public Schools

Choose a Report/User

View Day of Week Usage Summary

Pages Served by Day of Week

Day of Week	#Logins	Page Count
Sunday	35379	414121
Monday	162614	1854540
Tuesday	124551	1413447
Wednesday	128907	1442291
Thursday	115239	1313929
Friday	92751	1059098
Saturday	22131	268980
TOTALS	681,572	7,766,406

August is the month with the most number of pages looked at in Frontline.

Professional Growth - Arlington Public Schools

User Session History - Arlington Public Schools

Choose a Report/User

View Monthly Usage Summary

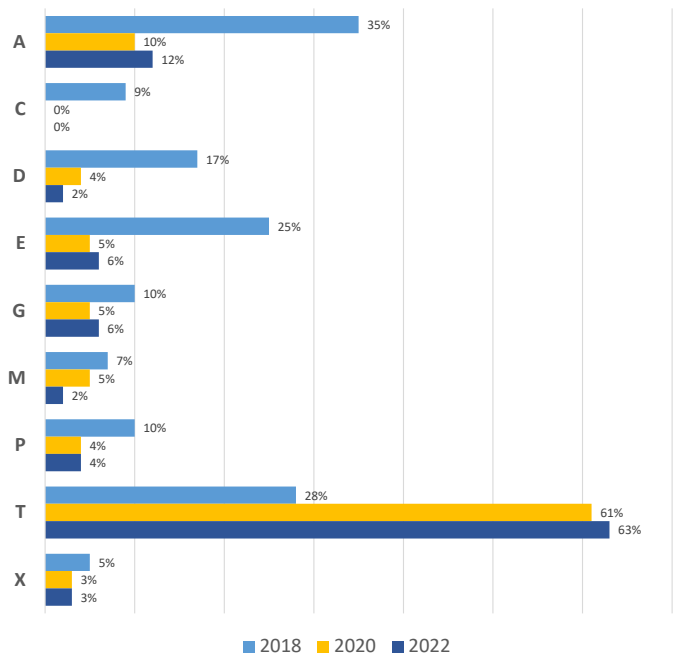
Pages Served by Month

Month	#Logins	#Pages
July 2022	802	12096
June 2022	13119	124485
May 2022	16004	167682
April 2022	22100	285929
March 2022	18513	182196
February 2022	10267	182396
January 2022	17642	180239
December 2021	4884	72519
November 2021	9898	92178
October 2021	31238	399161
September 2021	32238	322791
August 2021	61898	707771
July 2021	16184	176626

YOUR VOICE MATTERS DISTRICT-WIDE PROFESSIONAL LEARNING SURVEY DATA

The Your Voice Matters (YVM) survey collects overall professional learning feedback from staff every two years (8 questions). For the 2022 results C- (61%) and X-scale (63%) were the most favorable and D- (22%) and G-scale (19%) were the least favorable. One caveat to the 2022 results is the very low response rate, with most scales with a single digit percent responding, with the exception of T-scale with a 63% response rate.

YVM Percent Response Rate by Scale



Overall there is a downward trend in the PL YVM data in contrast to more favorable Frontline activity participant feedback. Several factors may be influencing the data: low YVM return rates, less staff satisfaction overall, return from COVID and COVID mitigation.

- 2018 survey – 2,249 responses 41% favorable to PL
- 2020 survey – 3,596 responses 37% favorable to PL
- 2022 survey – 2,648 responses 30% favorable to PL

YVM PL 2018-2022 Results

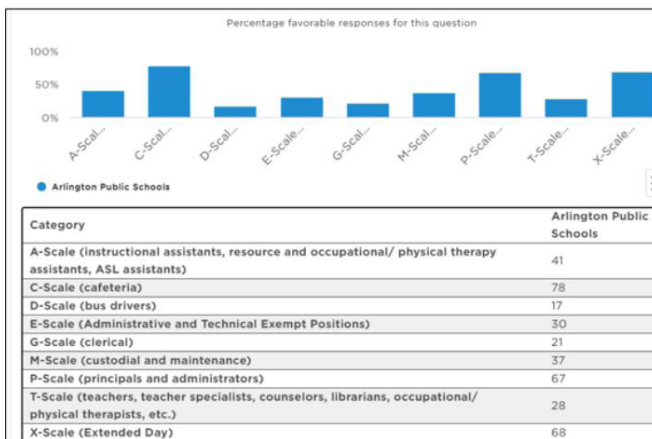
PL Question	2018	2020	2022
1. How relevant are the school-based professional learning opportunities to your work?	49	49	41
2. How relevant are the Central Office-based professional learning opportunities to your work?	42	42	35
3. How much input do you have in the professional learning opportunities available to you?	24	24	18
4. How much has the professional development you've received at your school/APS improved your students' achievement?	40	38	27
5. Overall, how well does school-based professional learning meet your needs?	40	40	32
6. Overall, how well does Central Office-based professional learning meet your needs?	37	37	27
7. How likely are you to recommend school-based professional learning to a colleague?	33	33	32
8. How likely are you to recommend the Central Office-based professional learning to a colleague?	30	30	24

There was also a decrease in the percent that responded favorably that opportunities for professional learning meet their needs. The strategic plan performance indicator for engaged workforce sets a target of 70% responding favorably. PO-EW-3

PL Question	2018	2020	2022
5. Overall, how well does school-based professional learning meet your needs?	40	40	32
6. Overall, how well does Central Office-based professional learning meet your needs?	37	37	27

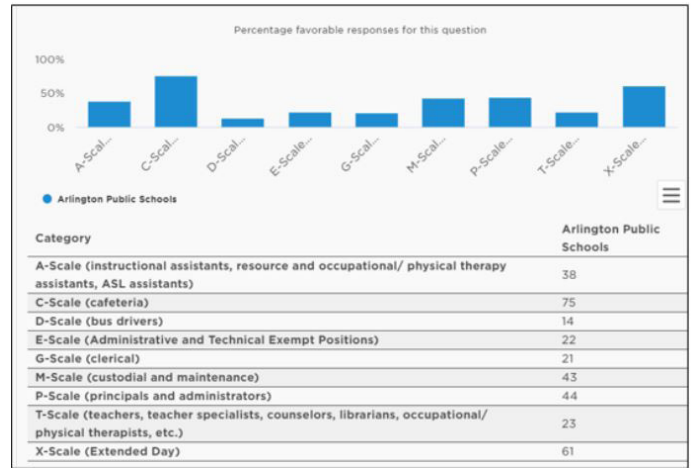
Analyzing the data by scale, there are several trends. C and X scales rate the PL more favorably, with D- and G- scale having the lowest rating for the PL meeting their needs.

2022 Overall, how well does school-based/ department professional learning meet your needs?



When analyzing the data by scale C-, X- and P-scale rate the centrally provided PL highest.

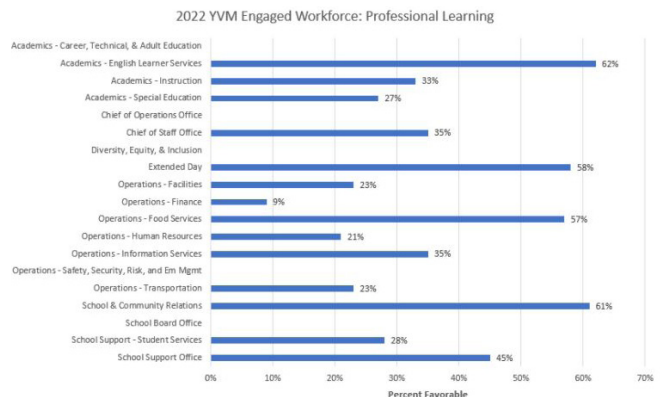
2022 Overall, how well does Central Office-based professional learning meet your needs?



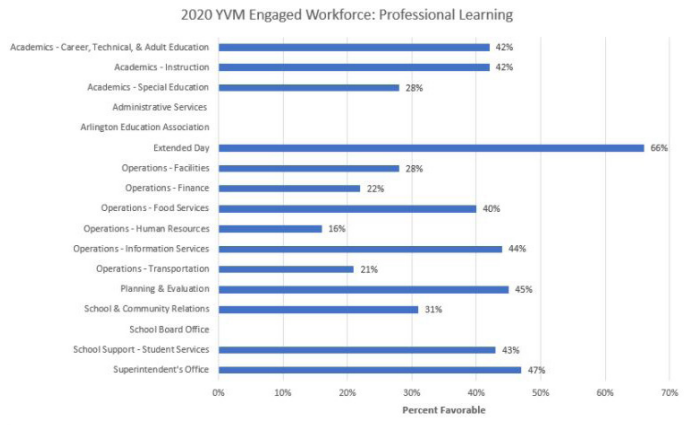
When the engaged workforce section of the YVM survey (Strategic Plan Goal: Engaged Workforce Objectives 11 and 5) is analyzed by the department, the professional learning set of questions yields more insight into the satisfaction of staff with the professional learning offered. The PLO will use this as baseline data in their future work in supporting each department. The four analyzed are:

1. How relevant are the Central Office-based professional learning opportunities to your work?
2. How much input do you have in the professional learning opportunities available to you?
3. Overall, how well does Central Office-based professional learning meet your needs?
4. How likely are you to recommend the Central Office-based professional learning to a colleague?

When disaggregated by departments and offices, for 2022, the staff in the English Learner Office, School and Community Relations, Food Services and Extended Day rate their PL the highest. Finance, Human Resources, Facilities, and Transportation have the least favorability rating.



In 2020 the staff in Human Resources, Transportation, Finance, facilities and Special education had the least favorable PL ratings, with Extended Day, the Superintendent's Office, CTE, Instruction, Information Service and Planning and Evaluation having higher percentages.



Similar trends were displayed in 2018 with Extended day staff with the highest ratings and Human Resources, transportation and Finance having the lowest ratings.



OTHER PROFESSIONAL LEARNING DATA

The PLO builds **awareness and communication about professional learning opportunities** utilizing the data in our single system of record. An integrated system was launched in March of 2020, Frontline Professional Learning Management (PLM). The PLM dashboard displays data aligning the professional learning with APS Strategic Plan Goals. Based upon recommendations from the program evaluation and in support of the system-wide goal of establishing a **single system of record for professional learning** for the APS workforce, the PLO continues to expand the use of the online professional learning registration system to offices beyond Academics. The PLO provides training for departments and offices to utilize the online professional learning registration system to advertise offerings, record registration, mark attendance, and conduct evaluation of professional learning offerings. In addition, school-based codes were utilized and school-based staff

continue to be trained to manage the online offerings for each building. This work has expanded the offerings entered and tracked via the PLM. In addition, the improvements in the new system include integration with Canvas, inclusion in single-sign-on, and a resource library.

As trained staff propose activities in Frontline, they indicate the format of the activity. In addition to facilitating a virtual Frontline administrator/proposer training course, the PLO continues to support staff with Frontline functions. For 2021-22 there were 2,112 activities in Frontline. There was an increase of 413 activities from 20-21 and an increase of 2,872 activity hours.

Activity Formats	2020-21		2021-22	
	# Activities	Activity Hours	# Activities	Activity Hours
CLTs / Team Meetings	17	93	66	283
Coaching / Mentoring	9	210	10	85
Conference	0	0	2	7
Curriculum / Lesson Development Projects	19	118	13	124
Independent Study	2	17	3	8
Internal Meetings / Committee Work	18	45	15	111
Online Activity	1,081	2,169	813	2,249
Professional Learning	442	22,139	944	4,658
Training	121	446	246	696
Total	1699	5,349	2112	8,221

Professional learning activities in Frontline PLM are aligned to the strategic plan goals. One activity may be aligned with multiple goals. Below is the summary of the Frontline dashboard data:

In the dashboard data graph, the blue bar shows the number of activities completed. The purple line is the number of employees that have engaged in each goal for the school year. The green line is the number of hours of learning completed related to the goal for the school year. **2022**



DATA THAT PROVIDES INSIGHT

- Professional Learning Offered by the PLO continues to receive high net promoter scores and relevancy ratings.
- Increased use of Frontline by departments
- Supported 70 National Board initial candidates and renewal candidates.
- 13 T-Scale employees earned National Board Certification.
- 16 T-Scale employees renewed their National Board Certification.
- Trained 94 new teacher mentors during the Fall 2021 semester
- 27 experienced mentors completed the Mentor Refresher Training (Required if training has taken place 5+ years ago)
- Trained mentors supported 109 Brand New Educators during the 21-22 SY
- Trained mentors supported 106 Experienced but new to APS Educators August - December 2021
- Drafted APS County-Wide Professional Learning Plan with Cross departmental Design Team

BRIGHT SPOTS

Professional learning and programs provided specifically by the PLO continue to receive high NPS and relevancy ratings. The PLO continued a high level of Academic coordination and support while learning about the learning needs of all staff.

OPPORTUNITIES

APS is committed to engaging all staff in effective high-quality professional learning. This includes several considerations that impact long-range planning. To address the needs of adult learners, professional learning must be goal-driven and provide opportunities for meaningful work. APS acknowledges the varied experience and expertise staff bring to any new learning. The creation of goal-oriented competency-based professional learning through professional learning frameworks provides opportunities for autonomy in acquiring new knowledge and skills. The identification of accurate competencies for all scales is an essential part of this process and necessitates collaboration with many stakeholders and departments. The professional learning frameworks will allow staff to have control over their learning through varied opportunities while providing a clear purpose for the learning. There is an opportunity to provide more designated time in the APS calendar for professional learning throughout the year. In addition, funds are needed to support the coordination of the unique learning needs of all staff/ all scales, to include funding for certifications. Additional staffing is needed to support the coordination of the unique learning needs of all staff/ all scales. In addition, effective collaboration with all departments is essential to the work.

MOVING FORWARD

The PLO will continue its work driven by the vision, core competencies, and services. The repositioning of the PLO in HR expanded the work of the office to include learning needs assessments, creation of structures, processes, calendars, and programs for all staff learning. The creation and implementation of professional learning frameworks for all scales will guide the learning for all staff in APS in a coherent, cohesive manner.

The PLO will continue to support APS staff in learning how to use the PLM, Frontline. The PLO will continue to explore and master new ways to maximize the use and functions of this system to support the needs of all staff. The PLO will continue to create courses and collaborate with departments to ensure that APS staff members have access to effective professional learning in a variety of ways.

1. APS District-wide Professional Learning Plan and Calendar of Offerings
2. Mentor programs for all staff
3. Recognition of certifications and career advancement programs for all staff
4. Evaluation processes revised as per VDOE new guidelines
 - Teacher (implement SY 22-23)
 - P-scale (implement SY 22-23) + APS Leader Competency Alignment
5. Structure of the PLO office to align with APS Strategic Plan Goals and district wide PL plan to include equitable staffing to support operational staff learning

