Effects of Personalized Professional Learning Opportunities on Learner Growth: Executive Summary

Prepared for: Lindsay Unified School District Teacher and School Leader Initiative (TSL)

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Prepared by:
Dr. Beth Holland, Dr. Ling Zhang, Dr. Beth Rabbitt, and
The Learning Accelerator team with support from
Learn Platform: Dr. Daniel Stanhope
Lindsay Unified School District: Amalia Lopez & Dr. Abinwi Nchise

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The Learning Accelerator

Introduction

This executive summary synthesizes the findings from five different reports related to an in-depth analysis of the Lindsay Unified School District (LUSD) personalized professional learning program. In addition to reviewing the details of the program, this summary describes patterns of learning facilitator participation and key findings about the relationship between professional learning and learner growth. It also presents a synopsis of the effects of LUSD's Performance Based Compensation Strategies (PBCS) and discusses the district's return on investment.

Personalized Professional Learning Program

Lindsay Unified School District implemented a personalized professional learning program for its learning facilitators and leaders supported by a federal Teacher and School Leader (TSL) grant. Over the course of three academic years (2017-2020), learning facilitators and leaders in LUSD participated in a range of professional learning opportunities designed to develop their capacity to implement the district's vision of the Ideal Learning Experience.

We use the following LUSD language throughout this report:

Learner = student
Learning Facilitator = teacher
Learning Environment = classroom
Learning Community = school
Content Level = grade level

LUSD and The Learning Accelerator partnered to conduct a comprehensive evaluation of the personalized professional learning program and associated performance-based compensation strategies (PBCS) — the strategies identified by the district to provide stipends and certification awards to learning facilitators based on their participation and demonstrated professional growth.

Learning facilitators voluntarily participated in as many professional learning opportunities (PLOs) as they desired. Subsequent analyses therefore examine these grant years separately and under these assumptions:

- Every PLO focused on a topic directly related to either LUSD's district academic initiatives, Performance Based System, or Adult Learning Curriculum.
- Each PLO adhered to at least one principle of quality professional learning as defined in the literature.
- The effects of professional learning might carry over from year-to-year. As such, calculations of participation were cumulative.
- Additional site-based conditions, learning facilitator attributes, and provided compensation may have contributed to detected effects. All analyses acknowledged that reality.

In alignment with its vision for personalization, LUSD presented learning facilitators and leaders with a variety of opportunities that varied in terms of content area and level of commitment as well as in prior knowledge, skill, and expertise. In addition, for most PLOs, learning facilitators could also self-select a level of commitment: *Attended*, *Completed*, *Certified*, or *Earned Degree*. These different levels of commitment resulted in different levels of performance-based compensation.

Types of Professional Learning Opportunities

Professional Learning Opportunities	
Focus Institutes 	One- to three-day events that addressed a specific topic of interest such as content literacy, digital skills, or supporting English Learners.
Learning Academies 	Multiple days of professional learning focused on an instructional topic or pedagogical practice. Learning facilitators could earn certification through learning environment observation and the development of a learning portfolio.
Micro Credential 	Multiple days of professional learning focused on an instructional topic or pedagogical practice. Learning facilitators could earn certification through learning environment observation, virtual coaching, as well as the development of a learning portfolio and other evidence.
Site-Based Learning Academies 	These learning-community (i.e., school site) specific events allowed learning facilitators to attend, complete, or certify in a topic. Unlike district-wide Learning Academies, these professional learning opportunities were specific to the learning community and occurred during work days vs. non-work days. Learning facilitators could choose to attend or certify.
Technology, Innovation, & Education (TIE) Courses 	Self-paced, asynchronous, online graduate courses that allowed learning facilitators to develop expertise in district-aligned topics such as blended learning, flipped classroom, learner engagement, project-based learning, and learner motivation.
Master's Courses 	Learning facilitators completed courses offered by university partners such as Wilson College, the University of Sioux Falls, or Arizona State University as part of Master's Degree programs in fields aligned to the district's needs such as Mass Customized Learning, Special Education, and Teaching English Learners. Specialized programs were allowed in content areas through individual universities.

Research Questions and Purpose

All of the research and design work conducted in association with Lindsay's Empower TSL Grant has been in service of an overarching research question:

"Which professional learning pathways or combinations are most powerful for increasing learner growth?"

The research team conducted an in-depth, iterative, modular analysis to address this overarching question. Each module built towards a broader understanding of the effects of personalized professional learning on learner growth and expanded findings from the previous one.

For each grant year, learning facilitators were classified into groups using a statistical modeling strategy called *cluster analysis*. This approach categorized learning facilitators into four *clusters* per year based on participation in different types of PLOs (e.g., Focus Institutes, Learning Academies, Micro Credentials, etc.).

To measure the impact of professional learning on learner growth, the analyses utilized a combination of formative assessment scores for reading as well as progress data related to the four core content areas: English Language Arts (ELA), math, history/social studies, and science. As such, we relied on the following measures for both descriptive analyses and for constructing growth models:

- The Developmental Reading Assessment (DRA)[1] served as a formative measure of reading growth for TK-2 learners during Grant Years 1 and 2;
- In Grant Year 3, the Next Step Guided Reading Assessment (NSGRA)[2] replaced the DRA for TK-2 learners;
- The Scholastic Reading Inventory (SRI)[3] measured reading for learners in 3-12 during all three years; and,
- Progress data captured from Empower (the district's custom, standards-based learning management system) documented learner growth across the four main content areas.

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[1] Pearson. (2019). *DRA Developmental Reading Assessment, Third Edition [DRA3]*. https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Developmental-Reading-Assessment-%7C-Third-Edition/p/100001913.html

[2] Scholastic Inc. (2020). *Next Step Guided Reading Assessment Program Overview*, http://teacher.scholastic.com/products/Next-Step-Guided-Reading-Assessment/program_overview.htm

[3] Scholastic Inc. (2019). *Scholastic Reading Inventory research summary*. http://teacher.scholastic.com/products/product_info/pdf/SRI_Research%20Summary_Revised.pdf

Description of Modules and Associated Research Questions

Module	Research Questions	Analysis & Content Overview
Module 1: K-means cluster analysis of learning facilitator participation	*RQ1a - Which clusters of professional learning opportunities (PLOs) emerged in terms of the combinations of professional learning types?* *RQ1b - What are the defining characteristics of each cluster?*	Conducted a K-means cluster analysis for each of the three grant years based on structure (i.e., Focus Institutes, Learning Academies) and then descriptive analyses of each cluster including participation by learning community, content level, and investment based on the PBCS.
Module 2: Analysis of the effects on TK-8 learner growth	*RQ2 - Which combination(s) of PLOs had the greatest effect on K-8 learner growth?*	Analysis of growth by cluster and content level using reading and progress data for the core content areas (i.e., ELA, math, science, history/social studies). Expansion of the PBCS analysis to examine the relationship between the district's investment and learner growth.
Module 3: Deeper analysis of the effects on TK-8 learner growth	*RQ3a - What is the relationship between cumulative participation by focus area or topic and learner growth?* *RQ3b - What effect did depth and breadth have on learner growth?* *RQ3c - How did the site conditions of the different learning communities influence learner growth?* *RQ3d - What observations can be made about the influence of professional learning on English Learner growth?*	Descriptive analysis of the professional learning completed by each cluster to look for a relationship between focus area or topic and growth in the corresponding content area (i.e., ELA or math) as well as by depth of participation (i.e., Learning Academies or Focus Institutes). Analysis of the clusters by learning community to look for trends in participation and potential effects of demographics and based on the percentages of English Learners per cluster.
Module 4: Analysis of the effects on 9-12 Common Core literacy	*RQ4a - Which clusters of professional learning opportunities emerged within the 9-12 sample of learning facilitators in terms of the combinations of professional learning types?* *RQ4b - What are the defining characteristics within each cluster?* *RQ4c - Which combination(s) of PLOs had the greatest effect on 9-12 learner growth in Common Core literacy?* *RQ4d - What are the characteristics of the clusters that could provide additional insights into the effects of professional learning on 9-12 learner growth in Common Core literacy?*	According to The Common Core, all educators at the secondary level are charged to develop learner literacy. Learner growth in literacy will be operationalized as a combination of SRI scores and ELA pacing/progress. After conducting a second cluster analysis with only the 9-12 learning facilitators, examine the relationships between participation in professional learning with learner growth — especially within the EL population.

Professional Learning Clusters

To understand the various combinations of PLOs completed by learning facilitators, we conducted cluster analyses to create groupings based on similarities in engagement. Each cluster consisted of distinct combinations of PLOs represented by their type as well as their average participation rate. The cluster analysis factored into the model that learning facilitators completed more than one PLO. It also accounted for zeroes in the dataset, so PLO types with lower participation rates have their means represented as decimals even though learning facilitators did not complete a fraction of a PLO. The clusters for Grant Years 2 and 3 are cumulative, meaning they include participation from the previous year.

Heat map of participation in professional learning across the three grant years

	Focus Institutes	Learning Academies	Micro Credentials	Site-Based Learning Academies	Master's Courses	TIE Courses
Cluster 1a (n=23)	1.61	0.48	0.39	---	2.39	---
Cluster 1b (n=53)	1.70	0.42	0.43	---	0.00	---
Cluster 1c (n=25)	3.28	0.60	0.44	---	0.00	---
Cluster 1d (n=28)	0.61	1.04	0.43	---	0.00	---
Cluster 2a (n=33)	8.91	1.03	1.12	0.70	2.42	0.03
Cluster 2b (n=45)	4.80	0.73	0.84	0.58	0.00	0.16
Cluster 2c (n=59)	1.07	0.37	0.44	0.54	1.76	0.15
Cluster 2d (n=33)	13.00	0.94	1.03	0.79	0.27	0.03
Cluster 3a (n=26)	6.23	1.27	1.00	0.85	8.46	0.04
Cluster 3b (n=42)	18.29	1.69	1.52	1.29	0.83	0.02
Cluster 3c (n=50)	2.86	0.58	0.48	0.76	0.96	0.73
Cluster 3d (n=46)	9.41	1.24	1.15	0.89	0.04	0.23

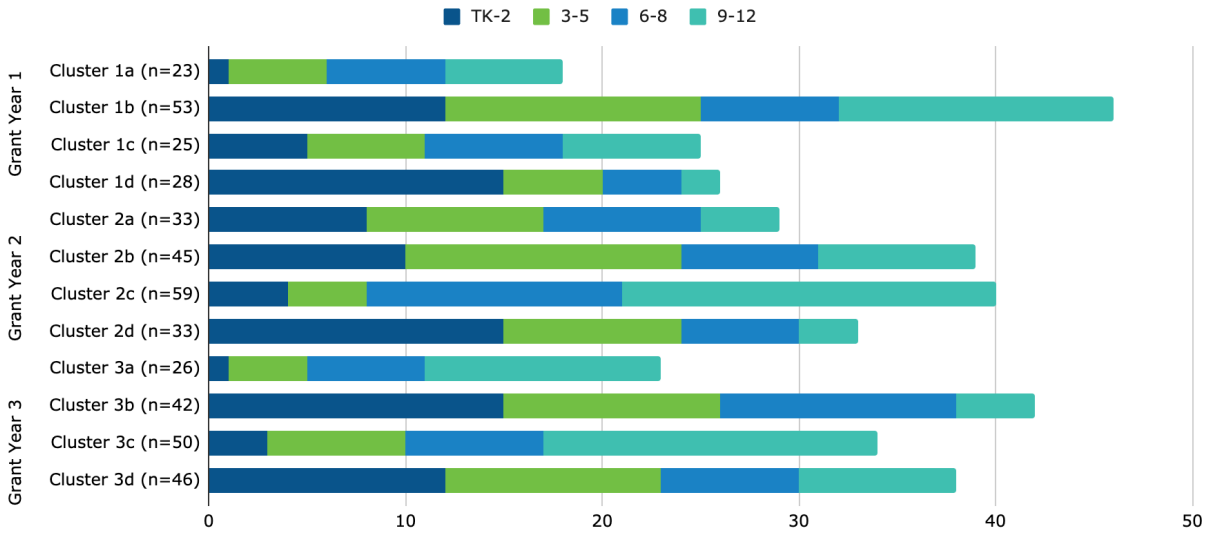
In looking across the three years, four trends emerged.

- **Master's Courses clustered together.** Each year, one cluster contained a large proportion of Master's Courses.
- **The clusters with the largest sizes also had the lowest participation rates.** This implies that learning facilitators who completed the fewest PLOs tended to group together and that a large number completed the least amount.
- **The district offered more Focus Institutes; therefore, each cluster contained more of those than the other PLO types.** In Grant Years 2 and 3, learning facilitators in those clusters completed more than twice as many Focus Institutes as those in the other clusters.
- **Clusters represented a combination of depth and breadth.** Participation in Learning Academies, Micro Credentials, and Site-Based Learning Academies required multi-day time commitments as well as additional activities such as coaching or observations. By their nature, they encouraged more *depth* of participation than individual Focus Institutes.

Cluster Composition by Content Level

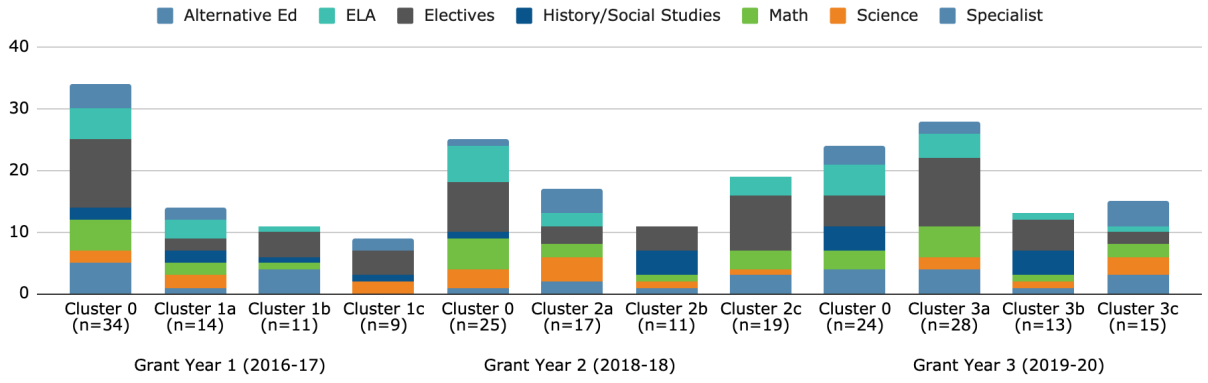
Analyses of learner growth occurred by grant year and content level range. Because of the different standardized assessments as well as the criterion referenced scoring criteria, we analyzed the reading data by examining TK-2, 3-5, 6-8, and 9-12 learners separately. With the Empower growth data for the core content areas, TK-5 and 6-8 were analyzed separately as different amounts of growth were expected at each level. At the secondary level, only ELA progress data and SRI data were analyzed to assess the effects on Common Core literacy. Across the district, learning facilitator participation rates within each of these content level ranges varied each year and across clusters.

Cluster Composition by Content Level across Grant Years



Given the small sample sizes and unequal distribution of learning facilitators at the 9-12 level, we conducted a second cluster analysis before examining secondary learner data. We also included a Cluster 0 for each grant year that included those learning facilitators who had never completed any professional learning. Instead of examining the 9-12 clusters by content level, we looked at them by content area. Unlike TK-8 learners who reside in self-contained learning environments, secondary learners have multiple learning facilitators for each content area.

Cluster Composition by Content Area for each Grant Year

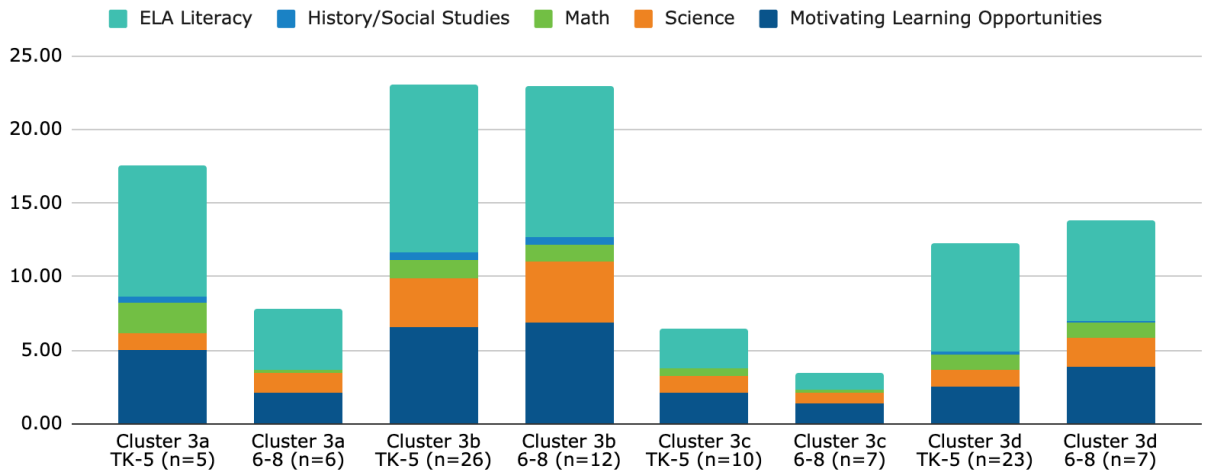


Cluster Composition by Focus Area or Topic

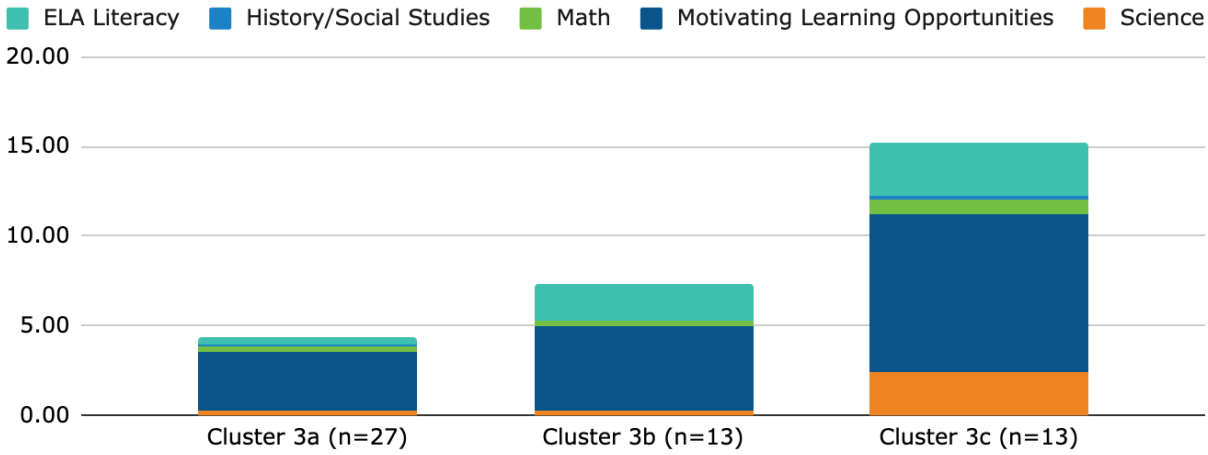
To understand the relationship between the content of professional learning and learner growth in the relevant area, we also examined the average participation rate by focus area and content level range. Since our analysis was cumulative, Grant Year 3 represents the total participation in

professional learning over time. As illustrated by the two figures below, learning facilitators in TK-8 had a higher participation rate and completed more ELA-focused PLOs than 9-12.

Example: Grant Year 3 Participation by Focus Area for TK-5 and 6-8



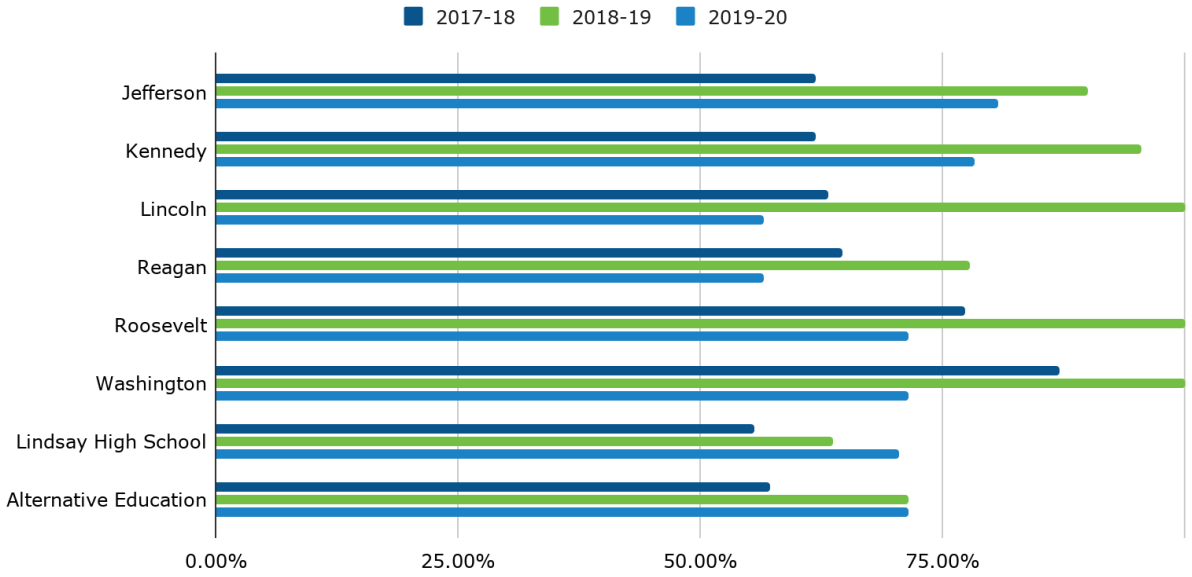
Example: Grant Year 3 Participation by Focus Area for 9-12



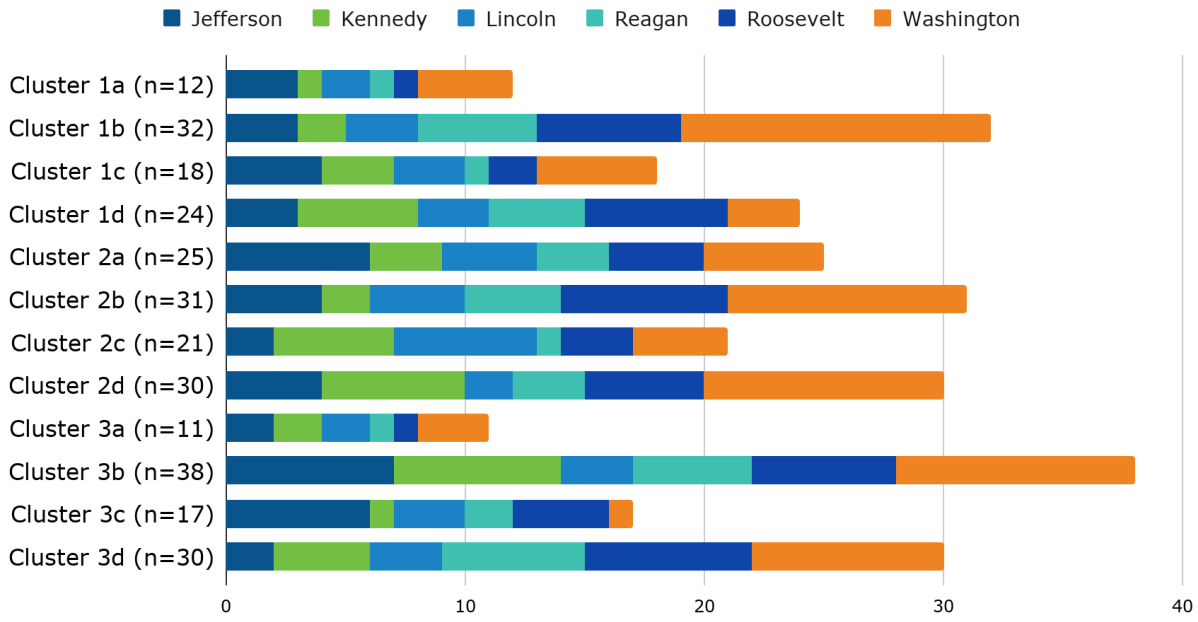
Cluster Composition by Learning Community

LUSD consists of six TK-8 learning communities and two at the secondary level: Lindsay High School and three small alternative programs that were combined to form Alternative Education. Participation rates varied by learning community with Regan and the two secondary communities having the lowest rates. Roosevelt and Washington had some of the highest. Analysis of the TK-8 clusters by the learning community revealed that these latter two communities consistently comprised a large percentage of the clusters that had the highest average participation rates.

Participation Rate by Learning Community



TK-8 Cluster Composition by Learning Community



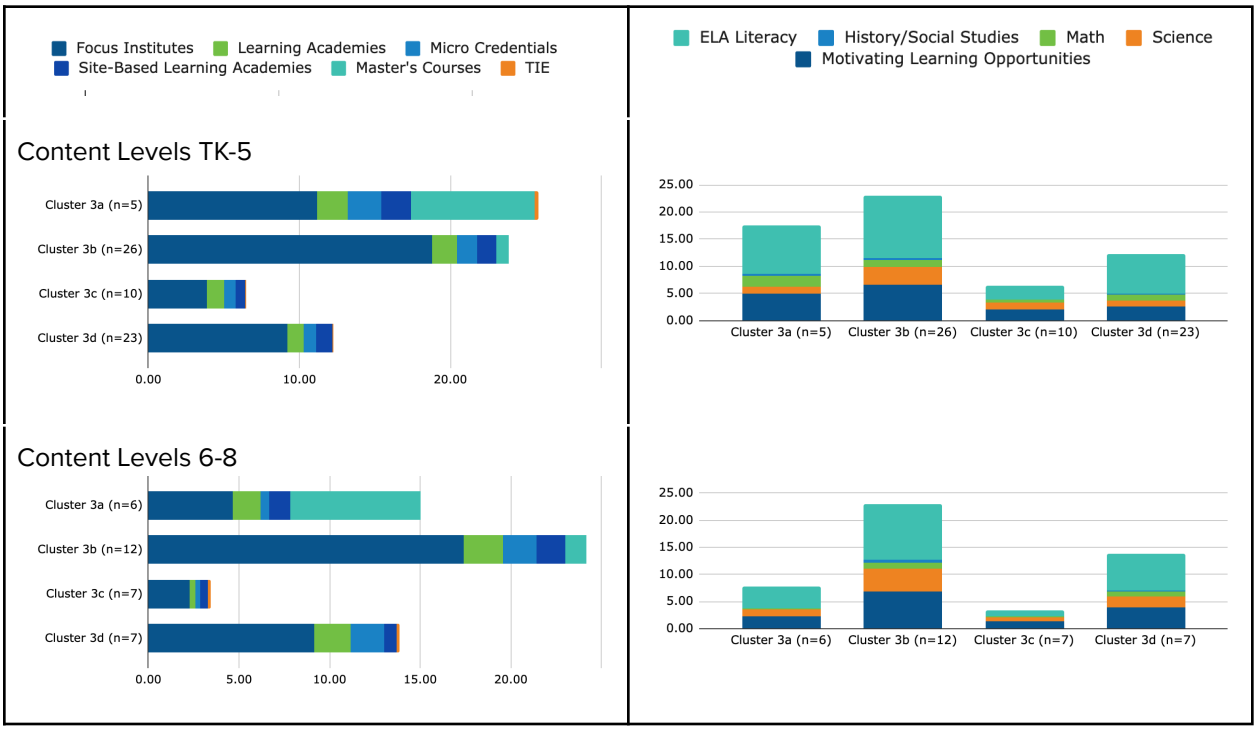
Key Finding #1: The Need for Depth and Breadth

An earlier analysis of the TSL Grant inferred that learning facilitators need both *depth and breadth*. By design, Learning Academies, Micro Credentials, and Site-Based Learning Academies afforded learning facilitators with an opportunity to experience *depth*. Those PLOs focused on a single topic for an extended time period. In comparison, Focus Institutes required less time

commitment and were offered with greater frequency. As a result, many learning facilitators experienced *breadth* as they participated in a number of potentially unrelated offerings.

This current study uncovered that *depth* is the critical component to learner growth as breadth alone did not result in similar observations. In addition to observing more growth when learning facilitators participated in PLOs that offered depth by design, we also noticed a pattern that accounted for focus area. **Particularly when looking at ELA Literacy, we observed that the most growth occurred in clusters that included both Learning Academies and additional related Focus Institutes.** For example, Cluster 3b had a significant effect on TK-5 ELA growth as well as history/social studies growth for both TK-5 and 6-8, and Cluster 3d had an effect on 6-8 ELA.

Example: Comparison of Participation by PLO Type and Focus Area for Grant Year 3



We also observed a relationship between *depth and breadth* when looking at growth in 6-8 math. During Grant Year 1, assignment to Cluster 1c had a significant positive magnitude of effect on 6-8 math. Learning facilitators in that cluster had the highest rate of participation in Focus Institutes (breadth) but also the highest participation rate in math-focused professional learning (depth). In Grant Year 2, assignment to Cluster 2b had a similar effect. Those learning facilitators had the highest participation rate in Micro Credentials and the second highest in Learning Academies (depth and breadth) as well as the most participation in math-focused PLOs (depth).

At the 9-12 level, our analysis focused on the development of Common Core literacy as operationalized by growth in ELA progress and SRI reading. The clusters with learning facilitators

who participated in the most Focus Institutes (*breadth*) tended to predict the most growth. These clusters also tended to have the highest average participation rate in ELA-focused PLOs (*depth*).

However, at the secondary level, the overall participation rates in professional learning were still substantially lower than at TK-8 which could explain why we did not detect any significant positive magnitude of effect in growth. In addition, the average participation rate in ELA-focused PLOs at the 9-12 level was also substantially less than with the TK-8 learning facilitators.

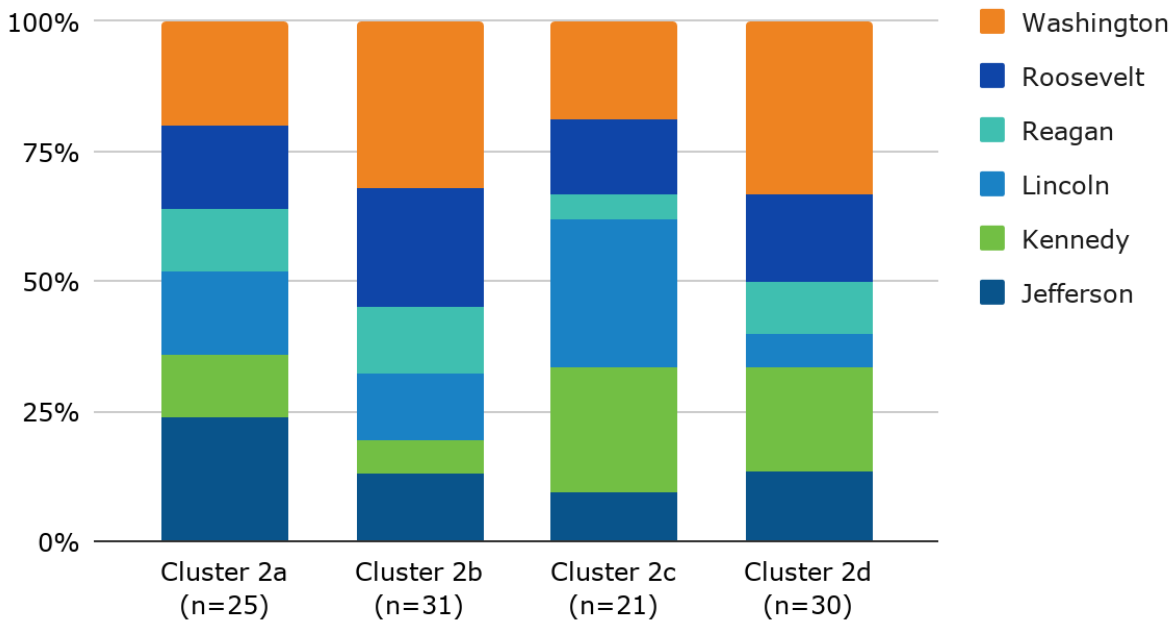
! **Recommendation:** This pattern of considering focus area and PLO structure to achieve depth and breadth may help to define professional learning pathways in the future.

Key Finding #2: The Effect of Site-Based Conditions

Across the three grant years, substantial percentages of learners from Roosevelt and Washington were consistently assigned to the clusters with the highest average participation rates. Assignment to those clusters tended to have a significant positive magnitude of effect in some aspect of ELA growth as well as either history/social studies or science. **While Roosevelt and Washington differed in terms of their size and the demographics of their learners, they did have three points in common: consistent principal leadership, relatively high learning facilitator retention rates, and high rates of participation in professional learning.**

Approximately half of the learning facilitators in the Washington and Roosevelt learning communities participated in similar combinations of professional learning that included a *focus* on ELA Literacy as well as a relatively high average participation rate in Learning Academies and MIcro Credentials — both depth of focus and depth of participation (i.e., Clusters 2b and 2d). Because the learning facilitators tended to group together in these clusters, they also had the opportunity to collaborate and share in their learning process. While it is beyond the scope of this current analysis to determine the degree to which the learning facilitators formed communities of support while participating in professional learning, we can infer the probability of this occurring due to the stability and consistency in principal leadership as well as the relatively high rates of learning facilitator retention.

Example: Washington & Roosevelt Comprised Almost Half of Clusters 2b & 2d in Grant Year 2



At the secondary level, a relationship began to emerge between the learning facilitator's content area specialization and learner growth. First, those associated with Alternative Education comprised the majority of the clusters that had a positive effect on learner growth. Second, clusters consisting of high percentages of learning facilitators who teach ELA also saw more growth in ELA literacy.

! **Recommendation:** When planning future professional learning at the secondary level, district leadership should consider additional structures to build community connections such as content level teams, content area teams, or some other form of professional learning community (PLC).

Key Finding #3: English Learners Experienced Growth Across Clusters

During the grant, LUSD placed additional emphasis on English Learner growth to understand which combinations of professional learning might benefit this specific population of learners. Within each cluster and content level range at the TK-8 level, we identified the percentage of English Learners and then compared those percentages to the effects of cluster assignment on content area growth.

At the TK-5 level, across grant years, between 39-65% of each cluster consisted of English Learners. The overall percentages decreased at the 6-8 level, a testament to LUSD's continued focus on English Learner development. At the secondary level, each cluster had approximately the same percentage of English Learners (ranging from 17-27%), making it difficult to discern whether any particular patterns benefitted that population. Across both the TK-8 and 9-12 analyses, cluster assignment had varying effects on predicting learner growth. Given the myriad factors associated with the combinations of professional learning, we cannot necessarily attribute growth — or lack thereof — directly to the percentage of English Learners in the cluster.

However, in our TK-8 analysis, **we found that English Learners saw similar benefits from professional learning as their peers with one exception. When learning facilitators also completed English Learner Development (ELD) specific professional learning, the cluster had a greater likelihood to see a positive effect in reading growth.** At the 9-12 level, learning facilitators only participated in 12 ELD-specific PLOs during the three years, a participation rate that may be insufficient to detect an effect. If LUSD wants to continue its focus on English Learners, then it may want to encourage more specific professional learning in the future.

! **Recommendation:** If LUSD wants to continue its focus on English Learners, then it should continue to encourage more specific ELD professional learning in the future.

Comparison of English Learner Percentage per Cluster by Content Level across Grant Years

	Cluster	Content Area with Significant Effect	TK-5 English Learner %	6-8 English Learner %
Grant Year 1 (2017-18)	Cluster 1a (n= 12)*	6-8 History/Social Studies 6-8 Science	**64.47%* (n=6)**	28.57% (n=6)
	Cluster 1b (n= 32)*	TK-5 ELA (SRI: 3-5) TK-5 Math	51.71% (n=27)	**51.04%* (n=7)**
	Cluster 1c (n= 18)	TK-5 ELA (DRA: TK-2) 6-8 Math 6-8 History/Social Studies	54.14% (n=11)	35.36% (n=7)
	Cluster 1d (n= 24)	TK-5 ELA (Growth) TK-5 History/Social Studies 6-8 ELA (Growth & SRI: 6-8)	56.53% (n=20)	44.53% (n=4)
Grant Year 2	Cluster 2a (n=25)*	6-8 History/Social Studies	56.66% (n=17)	33.18% (n=8)
	Cluster 2b (n=31)*	TK-5 History/Social Studies 6-8 ELA (SRI: 6-8) 6-8 Math	47.89% (n=24)	**41.45%* (n=7)**
	Cluster 2c (n=21)*		47.19% (n=8)	27.74% (n=13)
	Cluster 2d (n=30)	TK-5 ELA (Growth & SRI: 3-5) TK-5 Science 6-8 Science	**57.00%* (n=24)**	30.57% (n=6)
Grant Year 3 (2019-20)	Cluster 3a (n=11)*	TK-5 Science	39.72% (n=5)	28.57% (n=6)
	Cluster 3b (n=38)	TK-5 ELA (SRI: 3-5) TK-5 History/Social Studies 6-8 History/Social Studies	**50.08%* (n=26)**	26.82% (n=12)
	Cluster 3c (n=17)	TK-5 Math TK-5 Science	40.14% (n=10)	32.93% (n=7)
	Cluster 3d (n=30)*	6-8 ELA (SRI: 6-8)	47.88% (n=23)	**33.69%* (n=7)**

** Specialists were not included.*

*** Highest percentage of English Learners per content level and cluster*

Key Finding #4: LUSD Experienced a Return on Investment based on the Performance Based Compensation Strategies (PBCS)

LUSD presented learning facilitators and leaders with a variety of professional learning opportunities in terms of time-commitment as well as level of participation: *Attended*, *Completed*, *Certified*, or *Earned Degree*. The different levels of participation then resulted in different distributions of performance-based compensation.

To determine the district's level of investment for each individual PLO, we calculated a per capita investment that included daily stipends, supplies and program support, program trainers or consultants, as well as certification awards. We then multiplied that per capita amount by the number of learning facilitators who participated in each PLO. This allowed us to determine the relative investment in professional learning for each grant year. We then used the per capita investment to also calculate the district's investment at the cluster level for both the TK-8 and 9-12 clusters.

TK-8 PBCS Findings

A relationship emerged between the district's investment in each cluster and learner growth. **Across the three years, assignment to the clusters in which LUSD made the *maximum* investment was positively related to learner growth.** These clusters typically included a combination of larger sample sizes and thus more daily stipends, increased participation in PLOs with higher per capita costs, and higher rates of learning facilitators receiving certification stipends.

TK-8 Clusters that had a Significant Positive Magnitude of Effect on Learner Growth

Content Area	Content Level	Year 1	Year 2	Year 3
ELA	TK-5	Cluster 1d (ELA Growth) Cluster 1c (DRA: TK-2) **Cluster 1b** (SRI: 3-5)	**Cluster 2d** (ELA Growth) **Cluster 2d** (SRI: 3-5)	**Cluster 3b** (SRI: 3-5)
	6-8	Cluster 1d (Growth) Cluster 1d (SRI: 6-8)	Cluster 2b (SRI: 6-8)	Cluster 3d (SRI: 6-8)
Math	TK-5	**Cluster 1b**	None	**Cluster 3c**
	6-8	Cluster 1c	Cluster 2b	None
History/ Social Studies	TK-5	Cluster 1d	Cluster 2b	**Cluster 3b**
	6-8	**Cluster 1a** & Cluster 1c	Cluster 2a	**Cluster 3b**
Science	TK-5	None	**Cluster 2d**	Cluster 3a **Cluster 3c**
	6-8	**Cluster 1a**	**Cluster 2d**	None

KEY → BOLD GREEN: Maximum investment in grant year; GREEN: Significant investment; BLUE: Moderate investment; BOLD BLUE: Minimum investment in grant year

9-12 PBCS Findings

Assignment to the different 9-12 clusters had varying levels of effect on learners' development of Common Core literacy as measured by their ELA and SRI progress. Unlike with the TK-8 clusters, both the maximum and minimum investments could be associated with positive growth.

9-12 Clusters that had a Positive Magnitude of Effect on Learner Growth

Content Area	Grant Year 1	Grant Year 2	Grant Year 3
ELA	**Cluster 1b**	**Cluster 2a** **Cluster 2c**	**Cluster 3a**
SRI	**Cluster 1c**	**Cluster 2a***	**Cluster 3c***

KEY → BOLD GREEN: Maximum investment in grant year; BOLD BLUE: Minimum investment in grant year
** Indicates that the finding was significant.*

The district made the maximum investment in Clusters 1b, 2a, and 3c. Learning facilitators in each of those clusters participated in a substantial number of Focus Institutes and Micro Credentials. In addition to earning a daily stipend for participation, 17 learning facilitators in Cluster 1b, six in Cluster 2a, and 11 in Cluster 3c earned certification awards accounting for more than half of all the certifications earned during the three years of the grant. An earlier study of the Guided Reading program in the district found a relationship between earning certification and improving learner

growth in ELA, implying that the district did see a return in association with its investment. In contrast, Clusters 1c, 2c, and 3a received the least amount of investment. We attribute this not only to the level of certification attained by the learning facilitators but also sample size (Cluster 1c had the smallest) and relatively low participation rates (Clusters 2c and 3a).

PBCS as Retention Strategy

Retention existed as a goal of the broader Performance Based Compensation Strategies (PBCS). By investing in individual learning facilitators as well as nurturing their professional confidence and capacity, the district intended to retain the human capital that it developed while increasing overall educator effectiveness. **In our analysis of the individual learning communities, we did identify a potential relationship between participation in professional learning and retention.**

Analysis of the Relationship between Professional Learning and Retention

	Retained	Participation in PLOs	No Participation
Grant Year 1 to 2 Retention	Yes	123 learning facilitators (95% retained)	40 learning facilitators (63% retained)
	No	6 learning facilitators (5% lett)	23 learning facilitators (37% left)
Grant Year 2 to 3 Retention	Yes	163 learning facilitators (94% retained)	10 learning facilitators (43% retained)
	No	9 learning facilitators (6% left)	13 learning facilitators (57% left)

Key Consideration about Master's Courses: Across grant years, as well as both the TK-8 and 9-12 analyses, the clusters with the highest average participation rate in Master's Courses rarely had a significant effect on learner growth in any content area. For example, the district invested a moderate amount in Clusters 2b and 3b at the 9-12 level. A majority of that investment can be attributed to Master's Courses which accounted for approximately 40% of Cluster 2b and 50% of Cluster 3b. And yet, neither of those clusters had a positive magnitude of effect on learner growth in ELA.

The district found it important to provide access to Master's Courses for two reasons: to improve learning facilitator retention and to increase learners' access to dual-enrollment courses at the Community College level. From the beginning, LUSD intended for the personalized professional learning program to build human capital within the district and increase opportunities for learners in addition to improving learner outcomes. **Participation in Master's Courses may not have had a measurable effect on learner growth, but it can be attributed to these two additional goals.**

Implications for the Future

As a result of these in-depth analyses, we can make the following recommendations to LUSD:

1. **LUSD leadership should encourage, monitor, and facilitate the development of three critical conditions that consistently contributed to learner growth: high rates of participation in professional learning, learning facilitator retention, and consistent principal leadership.** As observed, learning facilitators from Washington and Roosevelt consistently participated in substantial professional learning that allowed for both depth and breadth. These two learning communities also had the highest rates of learning facilitator retention in the district and the most consistent principal leadership.

2. **Future studies should include additional qualitative data to better understand the process of implementation of the professional learning as well as to further explain detected outcomes.** Of particular interest would be data related to how learning facilitators perceived the usefulness of professional learning, whether other factors could have impacted their capacity to implement what they learned, as well as the effects of collaboration with their colleagues who may have participated in different PLOs.

3. All current analyses focused on measuring the effects of professional learning on learner growth. **However, we have limited data related to the intended outcomes of the PLOs themselves.** Future studies should consider how to measure whether the professional learning achieved the intended outcomes in terms of learning facilitator knowledge, skills, and practices.

4. Personalization in education relies on learner agency, shared ownership, and flexibility in how learners achieve their goals.[4] The current professional learning program allowed learning facilitators to personalize based on their perceived interests and needs. **Future efforts should incorporate more active reflection and the use of both learner growth data as well as learning facilitator evaluation data to help them choose the professional learning that they *need* in addition to what they may perceive to *want*.** With this modification, the agency that learning facilitators have over their own professional development could be better aligned towards their own professional improvement, creating a unique opportunity to examine the connections between the concept of personalized professional learning and how it may manifest as increased personalization of learners' experiences.

[4] Zhao, Y. (2018b). *Personalizable Education: Reach for the Greatness*. Corwin

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The Learning Accelerator