



Proven Results in Improving Student Achievement

How do you bring groups of teachers together in such a way that **gets results?**

How do you create that time for teachers, protect, enrich it, and support it so that it has a **direct impact on teaching and learning?**

How do you make that happen consistently, across multiple groups within a school, and **across multiple schools within a district?**



Pearson Learning Teams (LT):

Two decades of research published in scientific journals

Fully articulated framework for teams and settings

Tested protocols for systematically improving teaching & learning

Leadership training for administrators and facilitators

On-site support to guide and sustain implementation



“The greatest impact has been teachers working collaboratively with the focus on improved teaching and learning.”

...They’re having detailed conversations about pedagogy, and how to differentiate instruction to meet the needs of all students...”

--Assistant Superintendent

Overview of Pearson Learning Teams

Pearson Learning Teams (LT) is a unique service model distinguished by a rigorous evidence base that leverages teacher collaboration as the central mechanism for improving student achievement and overall school culture and functioning.

Evidence Base:

Supported by two decades of scientific investigations, the LT research base includes a prospective case study, a longitudinal comparison study with Title I schools, an independent external evaluation, and a secondary case study, all of which have been published in peer-reviewed journals. Learning Teams authors and researchers are among the first to publish scientific studies that have isolated the positive effects of teacher collaboration on student achievement.

41% gains above and beyond comparison schools. 54% gains for Hispanic students.

Scalability

The model is scalable and replicable with consistent features and results across multiple schools and districts. There are over 200 schools implementing Learning Teams across the United States, all of which are characterized by a clearly defined framework for teams, settings, and processes. LT schools consistently produce test scores that match or exceed state gains.

Ongoing Site-Level Support

The model provides direct and ongoing site-level training and assistance to sustain implementation over time. Learning Teams advisors provide four site-level services each month at every school to support the administrators, facilitators, and teacher workgroups and keep them focused on the work of improving teaching and learning.

Sustainability

The model includes an explicit plan for building internal capacity and long-term sustainability. Learning Teams advisors work closely with site leaders (administrators and teacher-leaders) to mentor their instructional leadership development and cultivate the knowledge and skills necessary to support ongoing teacher learning. Learning Teams staff also work with district leaders to identify and certify “in-house” advisors who may eventually replace the Pearson staff for the ongoing site-level services and support.

Systemic Approach

The model addresses systemic improvement by providing a framework for settings and supportive settings for every stakeholder in the system: district level staff, principals, support staff, facilitators, and teachers. All educators have a dedicated time and place for collaboration and learning, each one of which is designed to assist the learning of the next immediate group they support.

Inquiry-Based Protocols

The model incorporates tested protocols derived over decades by teams of researchers and practitioners. These protocols provide structure and continuity for recursive teacher inquiry and foster the development of fundamental pedagogical knowledge and skills necessary for sustaining continuous improvement and evidenced-based decision making.

Evaluation Instruments

Comprehensive program evaluation is built into and included in every Learning Teams implementation. Developed to assess demographic, implementation, and achievement data at each LT school, the standard evaluation program is designed to meet three objectives:

- (1) Document program outcomes, both formative and summative,
- (2) Document implementation strength and fidelity; and
- (3) Provide feedback for implementing schools for the purpose of celebrating successes as well as improving program implementation.

Learning Teams Staff

The LT staff is currently comprised of over 30 individuals representing more than 300 years of classroom teaching experience. Seven members of the LT staff are trained researchers with Ph.D. or Ed.D. degrees; eight are literacy and five are math specialists with school and district-based experience serving in a coaching or content expert capacity; five have served as building principals or assistant principals, and fourteen have administrative credentials.

Core Components of the LT Model

Based on our research, the LT model comprises five core components:

1. **TEAMS:** a clear design for grade-level or subject area teams to systematically study teaching and learning
2. **DISTRIBUTED LEADERSHIP:** Leadership training and opportunities for both administrators and teacher-leaders
3. **TESTED PROTOCOLS:** protocols for team collaboration that help teachers use data and inquiry to drive improvements
4. **STABLE SETTINGS:** regular meetings that support successful implementation and productive work,
5. **ASSISTANCE & TRAINING:** Ongoing site-level assistance to sustain implementation, maintain focus, and build local capacity

Outcome #1: Productive Teacher Collaboration Guided for Results

The major focus of LT implementation is establishing and sustaining job-alike collaborative workgroups for teachers. Teacher workgroups meet 2-4 times per month to define and then address specific student needs through collaborative planning and analysis during meetings as well as systematic classroom implementation. Teacher workgroups provide a practical and effective form of professional development, one that engages teachers in the process of studying and improving their teaching and its observable and measurable effects on student learning.

Outcome #2: Improvements in Student Achievement

When implemented well, Learning Teams improves student achievement as measured by district and state summative assessments.

In a five-year, elementary school scale-up study funded by the Spencer Foundation, LT schools demonstrated a 41% greater improvement than comparison schools, with a 54% greater growth seen among Hispanic students. Growth exceeded the gains made by the district as a whole and the state as a whole. In particularly strong implementations, achievement results may be seen after one year of implementation, as experienced after one year of implementation in secondary schools in Los Angeles Unified School District:

“Schools with at least one high-implementing workgroup showed slightly, but statistically significant, higher growth than demographically matched comparison schools in most subjects, and impressively higher growth in a few subjects.” --Glen Daley, author of *Implementation and Value Added Analysis of Learning Teams*, Inter-Office Report, Department of Research and Planning: Los Angeles Unified School District (2008).

Outcome #3: Improvements in School Culture and Functioning

Once teams are established and working well, LT leads to improvements in general school culture and functioning. Compared to schools without the above features in place, an external evaluation indicated those implementing Learning Teams exhibited distinct improvements, including

1. tighter linkages between teachers and administrators in their efforts to focus on academic goals and improve student achievement
2. increased administrator participation in meetings focused on improving instruction
3. more use of published agendas and prior awareness of meeting topics
4. more tightly coupled meetings that are less frequently cancelled or re-purposed to a non-instructional focus
5. greater teacher understanding of and more positive expectations for assessment data
6. an ‘improvement over time’ versus a ‘one-shot’ orientation for collecting, analyzing and using data
7. attributions for student achievement more focused on teachers’ planning and instruction, rather than teacher and student traits, and other non-instructional explanations

(McDougall, Saunders, & Goldenberg, 2007; Saunders et al., 2009)

Learning Teams: Evolution of the Research

Phases	Books, Journal Articles, Publications
1970's and 1980's Kamehameha Early Education Project (KEEP)	Tharp, R. and Gallimore, R. (1989) <i>Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context</i> . Cambridge: Cambridge Univ. Press.
1989-1996 Single School Case Study: Freeman Elementary School Project	Goldenberg, C. (2004). <i>Successful school change: Creating settings to improve teaching and learning</i> . New York: Teachers College Press.
1997-2003 Scale Up Project Los Angeles Unified School District (LD1 & 2 schools)	<p>Saunders, W., O'Brien, G., Marcelletti, D., Hasenstab, K., Saldivar, T., & Goldenberg, C. (2001). Getting the most out of school-based professional development in culturally diverse schools. In P. Schmidt & P. Mosenthal, (Eds.), <i>Reconceptualizing literacy in the new age of pluralism and multiculturalism</i>. Greenwich, CN: Information Age Publishing.</p> <p>Saunders, W. & Goldenberg, C. (2005). The contribution of settings to school improvement and school change: A case study. In C. O'Donnell & L. Yamauchi (Eds.). <i>Culture and context in human behavior change: Theory, research, and applications</i> (pps. 127-150). New York: Peter Lang.</p> <p>McDougall, D. Saunders, W. and Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at <i>Getting Results</i> schools. <i>Journal of Disability, Development, and Education</i>, 54, 1, 51-89.</p> <p>Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, Quasi-experimental Study of Title 1 Schools. <i>American Educational Research Journal</i>, 46, 4, 1006-1033.</p>
2004-Current LT (learning teams) Scaling: Secondary Research and Development and Elementary Replication Studies	<p>Graff-Ermeling, G. (2007). <i>Building Coherence: The role of an externally supported, site-based leadership team, in sustaining settings for instructional improvement</i>. Santa Monica: LessonLab Research Institute.</p> <p>Ermeling, B. (2010). Tracing the effects of teacher inquiry on classroom practice. <i>Teaching and Teacher Education</i>, 26 (3), 377-388.</p> <p>Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher Education Implications of School-based Inquiry Teams. <i>Elementary School Journal</i>, 109, 5, 537-553.</p>

LT Central Premise: For schools to be productive places of learning for students, they must also be productive places of learning for teachers and administrators.

Pearson Learning Teams Core Components

COMPONENT #1: TEAMS

In LT schools, teachers work together to improve their teaching on a regular basis in job-alike teams, or Teacher Workgroups.

Teacher Workgroups: 3-7 teachers that share the same grade-level, course, or subject area. Teams are as job-alike as possible, where job is defined as “what you teach.”

Focus/Purpose: To address common student academic needs through the continuous study of teaching

e.g., How do we help students summarize grade appropriate text and explain the theme or main idea?
e.g., How do we help students draw inferences from text and identify text that supports inferences?
e.g., How do we help students utilize multiple solution methods to solve mathematical problems?
e.g., How do we help students understand the relationship between structure and function in living organisms?

COMPONENT #2: DISTRIBUTED LEADERSHIP

Leadership/Facilitation: One member of each teacher workgroup is selected as the facilitator. Facilitators are teachers themselves, or “teacher leaders,” and typically not a coach or an administrator.

Facilitator Team: Referred to as the **Instructional Leadership Team (ILT)**, the ILT includes the facilitator from each teacher workgroup in addition to other key individuals (Principal, AP, coaches, support staff, etc.).

COMPONENT #3: TESTED PROTOCOLS

The LT protocol is a well-defined process to study teaching and student learning, in which teachers...

- Identify and clarify a common student need
- Formulate a clear objective
- Identify a promising instructional approach to address each need
- Plan and prepare to deliver lesson(s) in the classroom
- Deliver instruction in the classroom
- Analyze student work to evaluate objective and teaching and refine the need
- Reassess/Reflect: Continue and repeat cycle or move on to another student need

COMPONENT #4: STABLE SETTINGS

Settings and Supportive Settings: a time and place to get things done

- Teacher Workgroups: Teachers meet at least twice per month, for at least 50 minutes per meeting
- Instructional Leadership Team: ILTs meet at least once per month, for at least 90 minutes per meeting
- Administrator Planning Meeting: Principal and/or AP and LT Advisor meet once per month, 60-90 minutes
- Regional Administrator Meeting: Principals and/or APs from same District or Region meet once per month, 2-3 hours
- District Meetings: LT Sr. Staff lead meetings with district point persons each month, 2-3 hours

COMPONENT #5: ASSISTANCE and TRAINING

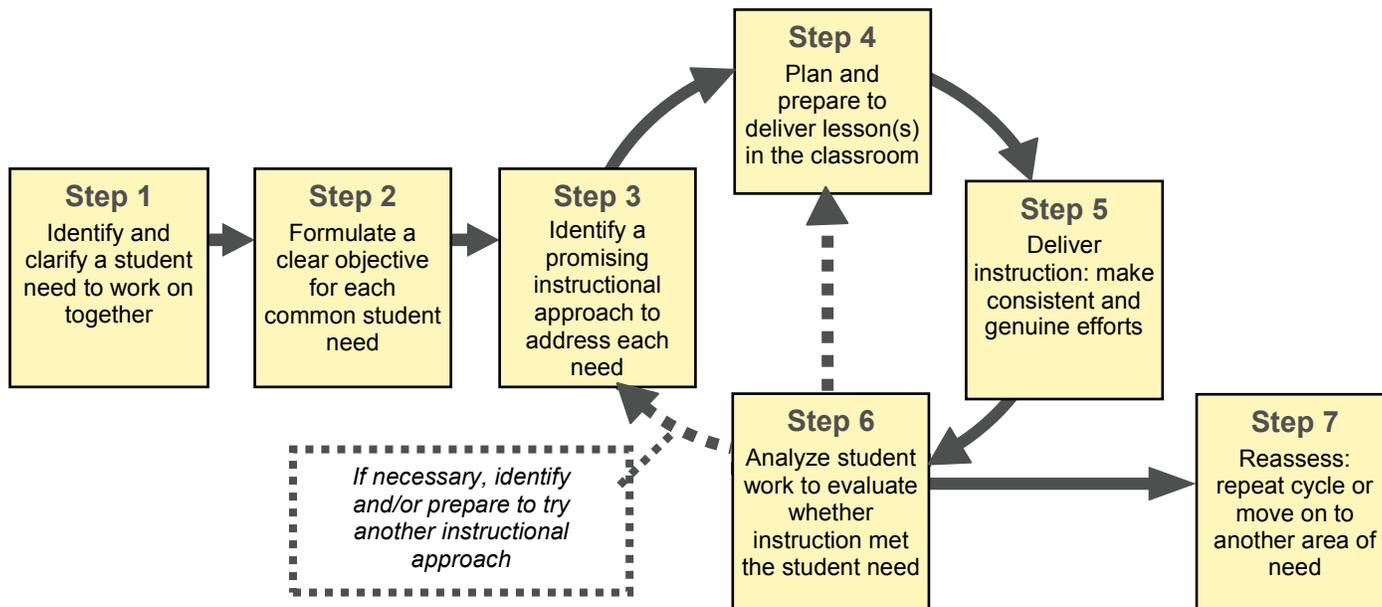
Ongoing Support from LT Advisors

- Workgroups LT Advisors attend workgroups strategically
- ILT LT Advisors attend each monthly ILT meeting
- Principal/AP LT Advisors meet with Principal/AP each month
- Regional Meetings LT Sr. Staff & Advisors lead Regional Administrator meetings each month
- District Meetings LT Sr. Staff lead “Think Tank” meetings with district point persons each month

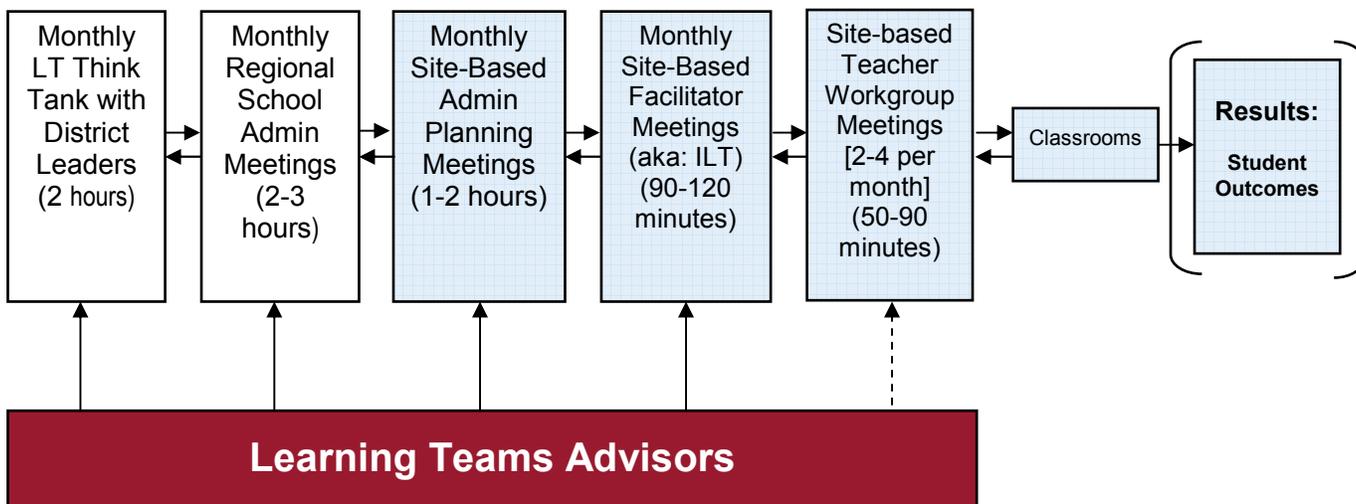
Institutes

- Summer Training Facilitators and site admin from each school participate in a 2 day training each summer
- Winter Follow-Up Facilitators and site admin attend 1 day follow-up training each winter

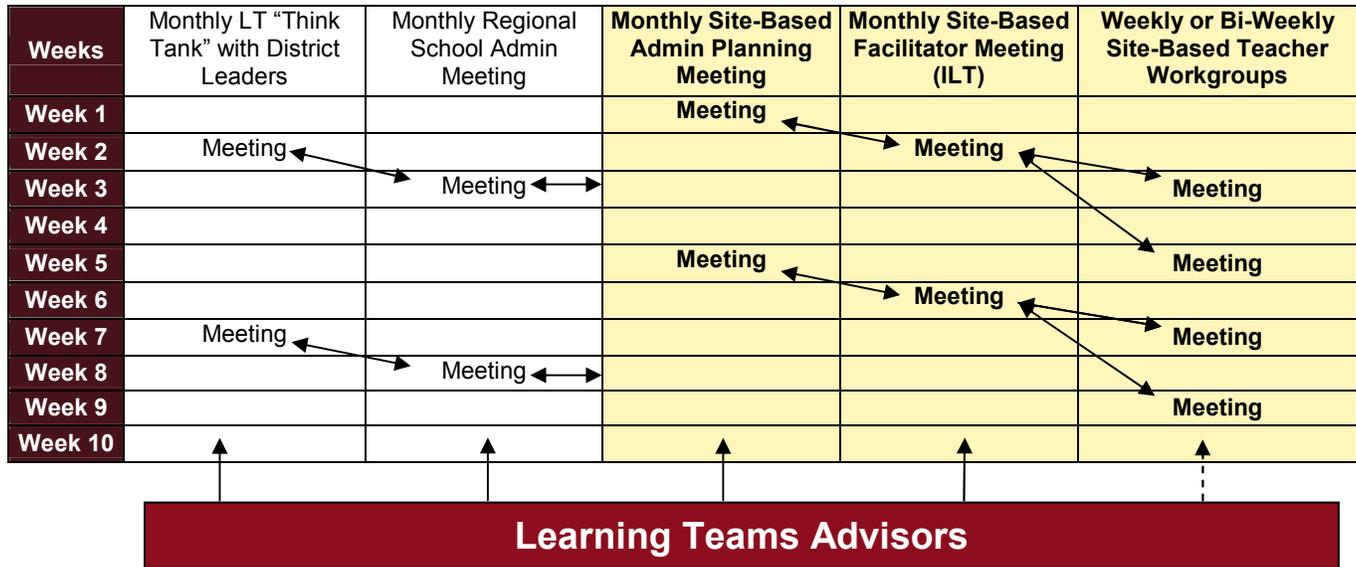
LT Protocol: Addressing Common Student Needs (The Seven Steps)



LT Settings and Assistance Links



LT Settings and Assistance Links: Cycle of Meetings



Monthly LT “Think Tank” with District Leaders

Frequency: Once a month (2 hours per meeting)

Location: District Office

Attended By: Learning Teams Sr. Staff and District Leaders

Content of Meeting: Strategic planning, project coordination and evaluation, and coherence building

Monthly Regional School Administrator Meeting

Frequency: Once a month (2-3 hours per meeting)

Location: Off-site

Attended By: Learning Teams Advisor, site administrator from each participating school, and district leaders (as determined by Superintendent)

Content of Meeting: Debrief progress of facilitator teams and workgroups, monitor attainment of implementation goals, study and receive training on particular aspects of LT implementation, study and receive training to build capacity of workgroup facilitators, receive ongoing training for leadership of the LT program and the LT protocol, collaborate across schools to solve problems and share ideas, prepare for expansion to other subject areas and departments

Monthly Planning Meeting with Site Administrator(s)

Frequency: Once a month (60-90 minutes per meeting)

Location: On-site

Attended By: Learning Teams Advisor, Principal and/or Assistant Principal

Content of Meeting: Debrief progress of workgroups, troubleshoot as needed, prepare for monthly facilitator meeting, strategic planning for subsequent year of implementation

Monthly Facilitator Meeting (aka: ILT)

Frequency: Once a month (90-120 minutes per meeting)

Location: On-site

Attended By: Learning Teams Advisor, site administrator(s), and the facilitator of each workgroup

Content of Meeting: Debrief workgroup progress, ongoing training with 7 Steps Protocol and workgroup facilitation, plan upcoming meetings

Teacher Workgroup Meetings

Frequency: 2-4 times a month (at least 50 minutes per meeting)

Location: On-site

Attended By: Trained facilitator, teachers, and coaches if available

Configuration: Grade-level or subject-area teams (e.g., 3rd Grade, Algebra, 9th Grade English)

Content of Meeting: 7 Steps Protocol (Addressing Common Student Needs)

Note: LT Advisor strategically visits at least 1 workgroup meeting each month at each site

LEARNING TEAMS: STANDARD EVALUATION INSTRUMENTS

Evaluation Measure	Description
Readiness Assessment	<p>Assesses the level of readiness for a given school on seven dimensions related to successful LT implementation. Each dimension is rated on a scale of 1 (“Limited”) to 4 (“Strong”), and the ratings are summed for a total score. The total score reflects one of four Readiness categories:</p> <ul style="list-style-type: none"> ▪ 7-13 = Limited ▪ 14-19 = Borderline ▪ 20-23 = Adequate ▪ 24-28 = Strong <p>The assessment is carried out by LT staff with input from district and/or school site staff as a means of determining which schools in a district-wide implementation are best prepared to begin implementation of the full LT model. Those that are not adequately prepared are considered for services that prepare them to implement the full LT model.</p>
Global Ratings of Teacher Workgroup Progress	<p>Assesses the level of LT Teacher Workgroup progress on six dimensions within two broad categories: <u>Settings</u> (for the workgroup meetings) & <u>Protocol</u> (use of the LT 7-Step protocol).</p> <ul style="list-style-type: none"> • <i>Settings</i> is rated on (1) Stability, (2) Attendance, and (3) Meeting Agenda • <i>Protocol</i> is rated on (4) Pacing, (5) Steps & Tasks, and (6) Focus. <p>Each of the six dimensions is rated on a scale from Level 0 (“not functioning”) to Level 4 (“thriving”), and each dimension receives a “c” (constant) or “v” (variable). Ratings are summed for a total <i>Settings</i> score and a total <i>Protocol</i> score.</p> <p>LT Advisors rate each Teacher Workgroup using this instrument at the end of the school year and share the results with each school to provide feedback and guide implementation for the upcoming school year.</p>
Global Ratings of ILT Progress	<p>Assesses the level of LT Instructional Leadership Team progress using four categories: Level 1 = “not functioning”; Level 2 = “functioning with limitations”; Level 3 = “functioning well” and Level 4 = “thriving.” The rating reflects global ILT progress.</p> <p>LT Advisors rate each ILT using this instrument at the end of the school year and share the results with each school to provide feedback and guide implementation for the upcoming year.</p>
LT Implementation Checklist	<p>Assesses fidelity and strength of LT implementation. The elementary school instrument includes 25 items; the secondary school instrument includes 28 items. Each item addresses an important feature of LT implementation and is rated using the following system:</p> <ul style="list-style-type: none"> 0 = “definitely & consistently not evident” 1 = “somewhat and/or sometimes evident” 2 = “definitely & consistently evident” NA = not yet implemented <p>Items are grouped and scored topically: (1) Teams & Settings; (2) Meeting Effectiveness; (3) Implementing the 7-Step Protocol; and (4) Implementing the Program Well.</p> <p>LT Advisors rate each school at the end of the school year and share the results with each school to provide feedback and guide implementation for the upcoming year.</p>
Teacher Workgroup Survey	<p>Assesses teacher perceptions regarding LT implementation, including perceived benefits of LT (e.g., enhanced student learning; improved teacher collaboration); perceived support for the program; perceived success at implementing the 7-step protocol, and so on. The teacher rates each of 30 items on a scale ranging from 0 (“Not at all”) to 4 (“Completely”). Mean item scores for a given school are reported.</p> <p>The survey is given at the end of each school year to teachers who have participated in an LT Teacher Workgroup. Results are shared with each school to guide implementation for the upcoming year.</p>
Institute Evaluations (Summer and Follow-Up)	<p>Assesses the extent to which the Summer and Follow-up Institutes met the stated objectives. Because the objectives change from year to year, the items change. However, the format remains the same. Participants rate each objectives on a 5-point scale ranging from “definitely not” to “definitely yes.”</p> <p>Evaluation forms are administered at the end of the Institute and completed onsite by the attendees. A report is generated to summarize the ratings and results are shared with each school.</p>
Standardized Student Achievement Data	<p>Standardized student achievement data are obtained for the schools in which LT is being implemented. Gains in content areas in which LT workgroups are focused (e.g., math, ELA) are assessed over time, both during and prior to LT implementation. If available, average gains by LT schools are compared to the average district and/or state level gains. Caution is applied in interpreting student achievement data: although gains may be evident in LT schools vs. the average district or state level gains, it is not clear what produced the gains. However, if LT is successful, we expect to see gains in student achievement by Year 3.</p>

Example Timeline and Description of LT Services

Planning and Preparation	
<i>Goal: Be ready for launching implementation with two-day Summer Institute in July or August</i>	
March - June	<ul style="list-style-type: none"> v <u>January-April:</u> Preliminary Meetings and Presentations <ul style="list-style-type: none"> - Introduce Learning Teams to school site principals and other key stakeholders. - Determine scope of implementation and assess school readiness v <u>April-June:</u> Conduct 2 preparation meetings (2-3 hours each) with principals to prepare for the Summer LT Institute <ul style="list-style-type: none"> - choosing facilitators - calendaring institute dates - drafting team configurations - planning for necessary site-level settings - planning for coherence with existing initiatives, priorities, resources
Learning Teams Institutes	
Summer/ Winter	<ul style="list-style-type: none"> v <u>July/August:</u> 2 day institute training for all participating workgroup facilitators and administrators v <u>February:</u> 1 day mid-year institute for all workgroup facilitators to share findings and results across schools
Site Level Services Provided by Dedicated LT Advisor	
Ongoing	<ul style="list-style-type: none"> v Attend and facilitate monthly site-level admin planning meeting at each school. v Attend and co-lead, along with site admin, the monthly facilitator meeting at each school. v Attend at least one workgroup meeting at each site every month. v Provide additional day of strategic service every month to each school (e.g., a second workgroup visit, additional planning meeting, presentation to staff, 2nd ILT, or individual meeting with facilitators). v Assist with development of LT strategic plan for subsequent school year. v Take responsibility for all agendas, notes, and reminders related to facilitator meetings and admin planning meetings. v Provide access to larger LT network/ knowledge base of research, examples, and materials.