IN THE DYS CLASSROOM, education must be highly personalized. In any one class, a teacher must reach and teach a highly transitional student population with profiles that span across multiple grades, ages, and courses of study, from high school to college. Further, students can be in very different places personally, developmentally, and academically. Many have significant gaps in their prior school attendance, a majority (~55%) have learning disabilities, and approximately 13% are English Language Learners. Depending on the program type, teachers may have students for a day or for multiple years. For these reasons, teachers in DYS classrooms rely on an integrated, continuous, and dynamic professional development system to grow their effectiveness.

AN INTEGRATED SYSTEM FOR EDUCATOR DEVELOPMENT

To ensure that DYS teachers have the skills and tools to support this highly diverse student population, CES created a system for professional development that combines workshop model professional development with job-embedded coaching.

DYS Instructional and Technology Coaches design and lead high-quality workshops that equip teachers with research-based practices they can immediately use. Coaches then work closely with teachers throughout the year to observe, solve problems, co-teach, and provide feedback.

Coaching is at the foundation of the overall system and is structured in unique ways to support a growth mindset for DYS teachers.

Teachers have the opportunity to build relationships with their coaches, co-create goals, and ask for help to strengthen areas of their own practice. Because they’ve taught in the DYS classrooms themselves, teachers know that coaches understand the challenges involved.

DYS TEACHER LICENSES IN FISCAL YEAR 2018

- 100% Teachers held a license or waiver
- 61% Teachers held multiple licenses
- 48% Teachers held a professional license
PROFESSIONAL DEVELOPMENT THROUGHOUT THE YEAR

WORKSHOP MODEL PROFESSIONAL DEVELOPMENT

The teacher year begins with Launch Day, designed to get teachers inspired and excited around a charge. This is followed up with statewide Content PD and then Specialized PD days on teacher informed focus areas like behavior management, trauma-informed teaching or technology. New teachers also participate in a series of additional workshops as part of The New Teacher Induction Program.

JOB-EMBEDDED COACHING

Last year, CES provided over 420 hours of short term Rotational Coaching that responded to specific requests. Additionally, beginning in November each year, teachers have a chance to participate in a Coaching Residency, when their coach will be on site for 2-4 weeks providing classroom observation, feedback, pre and post observation, modeling and planning around a specific topic. For teachers, a Residency is an opportunity to try new instructional strategies and step out of their comfort zone to really change practice. Residencies allow for rapport to be built between coach and teacher and are central to maximizing the potential this service offers.

Four times a year, Coaches also facilitate Content-Based Learning Teams, which are increasingly a chance for teachers to lead. Mary McMahon-Chappell, Central Region Instructional Coach described this: “Now teachers are coming in and talking about things they have implemented. It’s more stepping back and letting them step up.” This translates to greater confidence in the classroom as well.

We are trying to flip the script so it’s us supporting what teachers are initiating as their own learning, and meeting their needs to do their job. Their voice makes a difference and has an impact on the design. Teachers are telling us that the PD is relevant, and the PD is helping us to do our job.”

– Darnell Thigpen Williams, Ed.M, Associate Director of DYS Professional Development

Coaches can see a teacher grow in skills and confidence, says Angela Pomarole, “But for me, I guess I know that I’m doing good work when a teacher requests my help on something. It means that I’ve been effective in previous work with them.”

What’s exciting is that teachers are motivated to learn new and effective practices, are actively contributing to professional development design, and are dedicated to personalization because it works.

 THIS YEAR, teachers received Launch Day training in how to apply Design Thinking to Makerspace projects. Using the Design Thinking core principles, teachers learned how to infuse their instruction with inquiry-based projects to engage learners and promote reflection and problem solving.

DYS PROFESSIONAL DEVELOPMENT LEADS TO STUDENT SUCCESS

161 Students in DYS programs obtained their high school diploma in FY18, a 17% increase

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The impact goes beyond the numbers. The willingness to engage in the work and learning – students typically don’t walk in the door with that, and how they change through the use of instructional practices is how we know that we as teachers are making a difference.”

– Angela Pomarole
Metro Boston Instructional Coach

The Comprehensive Education Partnership (CEP), made up of DYS, Commonwealth Corporation (CommCorp), and the Collaborative for Educational Services (CES), works together to realize a shared vision for education and career development programming for the youth involved in the juvenile justice system, and detained and committed to the care of DYS. CES works to create access to multiple paths to education and development for these young people.