Standards for
Professional Learning

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Lynn J. House, Ph.D., Interim State Superintendent of Education

Kim Benton, Ed.D., Interim Deputy State Superintendent
Office of Instructional Enhancement and Internal Operations

Trecina Green, Associate Superintendent
Office of Instructional Enhancement

John O. Gilbert, CPA, Director
Office of Educational Accountability

Paula Vanderford, PhD., Bureau Director,
Office of Accreditation

2

Norms for Today's Work

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- Silence cell phones.
- Be present in mind and body.
- Contribute freely (without monopolizing.)
- Ask questions whenever you have them.
- Respect the thoughts and opinions of others.
- Have a great, productive day!

3

Agenda

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- Questions and Outcomes Activity
- Why Standards for Professional Learning?
- Overview of Standards
- Unpacking the Standards
- Where are we now with each standard?
- Planning
- Reflection and next steps

4

Questions and Outcomes Activity

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- Individually generate questions you have about the new standards.
- Record one question per index card.
- Share your questions with your tablemates.
- As a table group, cluster your questions into categories.
- Label each category on chart paper with a name that resonates with each of you.
- As you engage in learning today, record ideas related to your categories on sticky notes and place them in the appropriate section of your chart.
- As a table group, you will revisit your chart at the end of the day.

5

Why Are Standards for Professional Learning Part of Accreditation Standard 21?

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- The primary purpose of professional learning is to **improve educator practice** and **student results**.
- Standards for professional learning:
  - make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels;
  - guide the design, implementation, and evaluation of professional learning; and
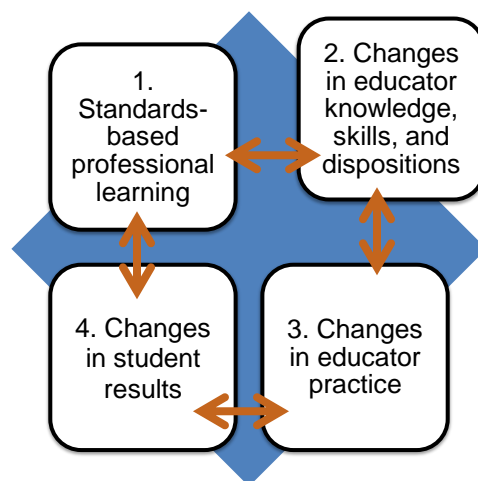 - allow for consistent, statewide implementation of a professional learning system.

6

The Link to Student Results

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- 20 years of research confirms the strong relationship between teacher practice and student learning.
- Research concludes that **effective** professional learning positively influences educator practice.
- Research about effective schools identifies collaboration and professional learning as two characteristics appearing in schools that substantially increase student learning.
- Studies name professional learning as one of the top 5 components of reform efforts.
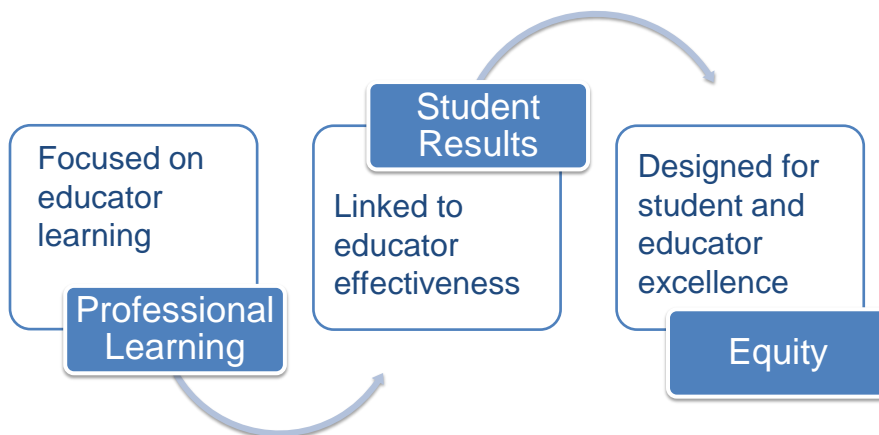
7

Link to Student Results

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1. Standards-based professional learning

2. Changes in educator knowledge, skills, and dispositions

4. Changes in student results

3. Changes in educator practice

8

Prerequisites for Effective Professional Learning

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- Educators' **commitment** to ALL students is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience **ready to learn**.
- Because of the varying experience levels and use of practice among educators, professional learning can foster **collaborative inquiry** and learning that enhances individual and **collective performance**.
- Like all learners, educators **learn in different ways** and at **different rates.**

9

Assumptions

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Focused on educator learning

Professional Learning

Student Results

Linked to educator effectiveness

Designed for student and educator excellence

Equity

10

Standards for Professional Learning

- The 7 standards are essential for effective professional learning.
- Although listed and described individually, the standards must work together in synergy to be effective.
- All standards share the same stem, "Professional learning that increases **educator effectiveness** and **results** for **all students** … ."

11

Core Concepts in the Stem

Educator

Effectiveness

Results
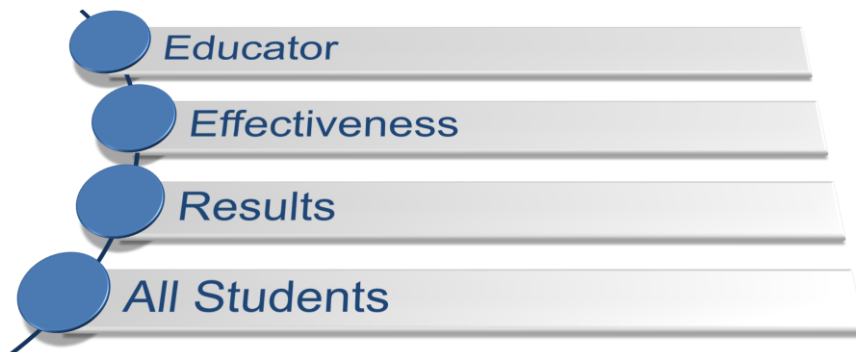
All Students

12

Core Concepts of the Stem

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- The stem confirms the link between educator practice and results for students which is the purpose of professional learning.
- Underlined core concepts:
  - **Educator**: **All** members of the education workforce

  - **Effectiveness**: Educators' **capacity** to meet expectations, implement best practices, create and sustain conditions for effective learning, and increase student learning

  - **Results**: All aspects of student growth and development

  - **ALL students**: Educators' responsibility and training driven by belief that education for ALL students is fundamental

13

The Standards for Professional Learning

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- Learning Communities
- Leadership
- Resources
- Data
- Learning Design
- Implementation
- Outcomes

14

CONTEXT STANDARDS

-Learning Communities

-Leadership

-Resources

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Learning Communities

Professional learning that increases educator effectiveness and results for all students *occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.*

Core elements

- Engage in continuous improvement

- Develop collective responsibility

- Create alignment and accountability

Leadership

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Professional learning that increases educator effectiveness and results for all students *requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.*

Core elements:
- Develop capacity for learning and leading

- Advocate for professional learning

- Create support systems and structures

17

Resources

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Professional learning that increases educator effectiveness and results for all students *requires prioritizing, monitoring, and coordinating resources for educator learning.*

Core Elements
- Prioritize human, fiscal, material, technology, and time resources

- Monitor resources

- Coordinate resources

18

PROCESS STANDARDS

-Data

-Learning Designs

-Implementation

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19

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Data

Professional learning that increases educator effectiveness and results for all students *uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.*

Core Elements

- Analyze student, educator, and system data

- Assess progress

- Evaluate professional learning

20

Learning Designs

Professional learning that increases educator effectiveness and results for all students *integrates theories, research, and models of human learning to achieve its intended outcomes.*

Core Elements
- Apply learning theories, research, and models

- Select learning designs

- Promote active engagement

21

Implementation

Professional learning that increases educator effectiveness and results for all students *applies research on change and sustains support for implementation of professional learning for long-term change.*

Core Elements
- Apply change research

- Sustain implementation

- Provide constructive feedback

22

CONTENT STANDARD

-Outcomes

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Outcomes

Professional learning that increases educator effectiveness and results for all students *aligns its outcomes with educator performance and student curriculum standards.*

Core Elements

- Meet performance standards

- Address learning outcomes

- Build coherence

Regrouping

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- Count off 1 – 7. *Remember your number!*
- Get into groups according to your number. Listen carefully for directions.
- Once in your group, introduce yourselves. Tell your role in your school/district and your role with professional learning. (10 minutes)

25

Unpacking the Standards

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- Refer to Handouts A, B, and C in your handouts.
- You will use these handouts to assist you in learning your standard and in preparing your group's presentation.
- Individually read your assigned standard, taking notes on Handout A. (15 minutes)

26

Unpacking the Standards

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- As a table group, discuss key points and insights, noting all the information on Handout B.
- Create 2 windowpane charts. On one chart put "Key Points" and "Symbol," one below the other. On the other chart, put "Practice" and "Next Steps."
- Your windowpane chart will be your group's guide for your 3 to 5 minute showcase presentation on your standard.

27

Showcase Presentations

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- As each group makes its presentation, use Handout C to take notes.
- Remember to use your sticky notes to record answers to any of the questions on your Questions and Outcomes Chart.
- Feel free to ask questions after the presentation of each standard.

28

Careful planning and implementation of effective professional learning which utilizes the Standards for Professional Learning yields positive results …

IMPROVED STUDENT LEARNING

29

Standards-Based Planning

Action Steps
Examine data from student assessments and other sources to identify goals for student learning
Set goals for educator learning and identify designs/strategies for accomplishing those goals
Engage in professional learning
Apply knowledge and practices from professional learning in classroom practices
Examine student work and/or assessments and reflect on how the new practices influenced student learning
Refine professional learning practices and structures

30

Resources

- *Standards for Professional Learning,* Learning Forward, 2011

- www.learningforward.org

- www.learningforwardmississippi.org

31

Contact information

Paula Vanderford, Ph.D.
Office of Accreditation
(601) 359-3764
pvanderford@mde.k12.ms.us

Trecina Green
Office of Instructional Enhancement
(601) 359-2869
tgreen@mde.k12.ms.us

32