Standards for Professional Learning
Norms for Today’s Work

• 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!

Agenda

• 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
Questions and Outcomes Activity

• 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.

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

• 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.
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.
• 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.

Assumptions

Focused on educator learning

Student Results

Linked to educator effectiveness

Designed for student and educator excellence

Equity
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…”

Core Concepts in the Stem

- Educator
- Effectiveness
- Results
- All Students
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

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The Standards for Professional Learning

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

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

Resources

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
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
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

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
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

- 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)

Unpacking the Standards

- 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)
Unpacking the Standards

- 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.

Showcase Presentations

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

**IMPROVED STUDENT LEARNING**

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**Standards-Based Planning**

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

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

- [www.learningforward.org](http://www.learningforward.org)

- [www.learningforwardmississippi.org](http://www.learningforwardmississippi.org)

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