

Standards for Professional Learning



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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!

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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

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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.

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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.

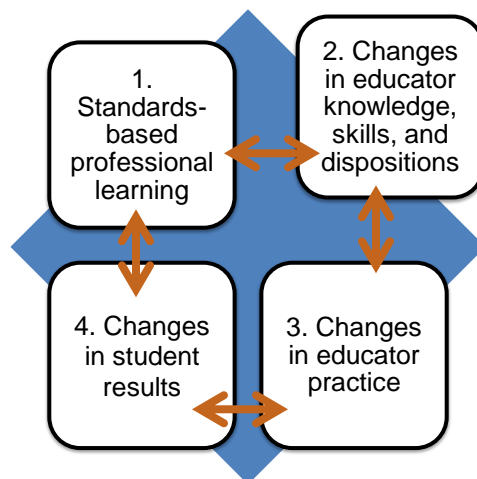
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The Link to Student Results

- 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.

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Link to Student Results



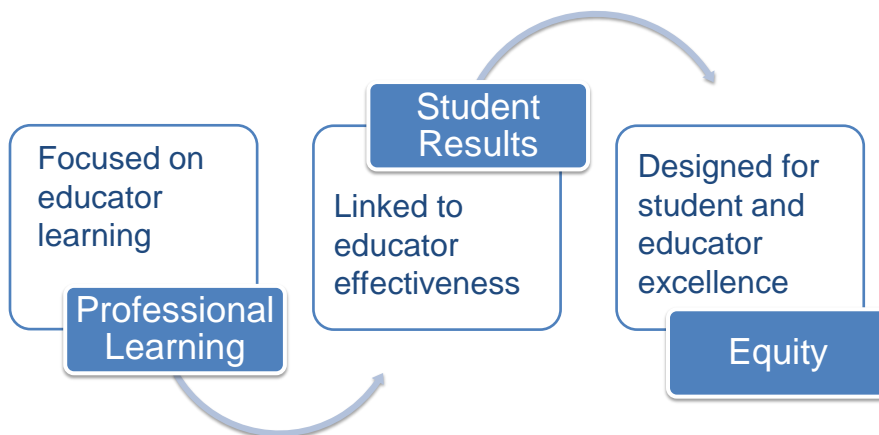
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Prerequisites for Effective Professional Learning

- 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**.

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Assumptions



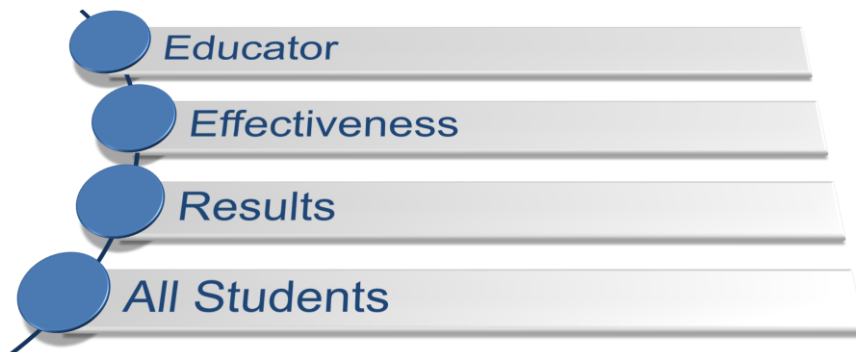
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Standards for Professional Learning

- 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”

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Core Concepts in the Stem



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Core Concepts of the Stem

- 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

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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

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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

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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

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PROCESS STANDARDS

- Data
- Learning Designs
- Implementation



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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

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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

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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

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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

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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)

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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)

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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.

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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.

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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

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

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Resources

- *Standards for Professional Learning, Learning Forward, 2011*
- www.learningforward.org
- www.learningforwardmississippi.org

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