Advancing State Learning Systems through ESSA:
Vision, Strategies, Tools, and Exemplars for State Consolidated ESSA Plans

Outcomes
Participants will:

- Gain understanding of a professional learning system
- Review ESSA's new definition of professional development and other actions
- Identify action steps to consider:
  - developing and advancing a shared vision for professional learning systems
  - analyzing programs and policies for impact
  - supporting local planning for improved professional learning
- Gain information from tools and exemplars

Presented by
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Agenda

<table>
<thead>
<tr>
<th>Process</th>
<th>Objective</th>
<th>Timing</th>
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</table>
| Overview         | • Announcement of ESSA toolkit  
                   • Vision for professional learning  
                   • Support for educators               | 5 minutes |
| Federal role     | • ESSA definition of professional development  
                   • Status of ESSA regulations             | 10 minutes |
| Learning systems | • Continuous cycle of reflection  
                   • State consolidated plans  
                   • Strategies, tools, and state examples | 15 minutes |
| Q&A              | • Clarification of the issues                                             | 15 minutes |
| Action steps     | • Declaration of next 1–2 actions                                         | 5 minutes |

Conditions for Learning Systems

- Establish a shared vision
- Use data to set goals and drive improvement
- Align resources for improvement
- Build leadership capacity
- Sustain implementation through effective change management

Check-in poll

Which of the following conditions is your state focused on improving in its learning systems?

1. Establish a shared vision.
2. Use data to set goals and drive improvement.
3. Align resources for improvement.
4. Build leadership capacity.
5. Sustain implementation through effective change management.
### Learning systems

<table>
<thead>
<tr>
<th>Shared vision and standards</th>
<th>Data-driven goals and evaluation</th>
<th>Resource alignment</th>
<th>Leadership capacity</th>
<th>Sustained implementation with change management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leverage ESSA's updated definition of PD to strengthen quality</td>
<td>Use evidence and data to put your vision into practice</td>
<td>Use Title I and II Funds to advance equity</td>
<td>Invest in leadership with ESSA’s 3% set-aside</td>
<td>Deepen stakeholder engagement related to learning AND improvement systems</td>
</tr>
<tr>
<td>Use ESSA plans to articulate a vision for learning systems</td>
<td>Leverage ESSA's improvement requirements to improve implementation</td>
<td>Aligned opportunity for Title I School Improvement</td>
<td>Advance leadership for Title I</td>
<td>Deepen leadership through the Teacher &amp; School Leader Incentive Fund</td>
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<td>Expand collaborative time under Title IV</td>
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### Sample checklist

**STATE CHECKLIST: ADVANCE A SHARED VISION THROUGH THE REvised PD DEFINITION**

- Engage key stakeholders to establish or strengthen a shared vision of the learning system, down to the school level, that leverages and meets the new definition of PD.
- Define the state’s vision for professional learning and set processes and procedures to ensure that each level of the system is aligned with the vision.
- Leverage data to evaluate current investments in professional learning to determine alignment with the definition of PD.
- Use aligned PD to meet Title II Program and Policy standards, p. 46.
- Align professional learning standards and use them to drive all decisions regarding professional development.


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### Federal Definition

“The term ‘professional development’ means activities that –
- are sustained
- are not stand-alone, 1-day, or short term workshops,
- are intensive, collaborative, job-embedded, data-driven, and classroom-focused.”

The cycle of continuous learning

Check-in poll

Have you reviewed your own professional development initiatives for alignment with the federal definition?

1. We've already reviewed our initiatives and identified which programs to revise or abandon to meet the standards of quality.
2. We're planning to review our initiatives.
3. We're planning to ask our districts to review their initiatives.
4. We're not sure yet.

Spotlights

• Kentucky’s vision for improving practice
• Building a shared vision in Florida
• A district’s vision for improving practice
• Using data to evaluate impact and improve
• Aligning resources for improvement
• Creating time for learning
• Developing leadership
Spotlight on Delaware’s vision

All Delaware educators deserve:

1. Individualized coaching
2. Self-directed learning opportunities
3. Participation in learning communities
4. Powerful school leadership
5. Teacher leadership opportunities
6. Adequate and relevant resources
7. Data-informed design and feedback opportunities
8. Responsive organizational supports

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Spotlight on Tennessee’s guide

Tools and resources

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References:

Program inventory

Check-in poll

Where are you in developing a local ESSA plan template?

1. We haven’t had a chance to start yet.
2. We’ve developed a draft.
3. We’ve finalized the local ESSA template.
4. Districts are already submitting local ESSA plans.

Sample local plan question

Describe your system of professional growth and improvement at the school level and your district’s strategies to support professional growth and improvement, in your description, please address:

- How you use data and other evidence to identify teacher and student needs and inform your professional development strategy and
- Describe how stakeholder feedback was incorporated into your plans.
- How district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and evidence-based
- How the system builds the requisite leadership capacity for those who facilitate professional development and sustain support for their efforts,
- How the districts moving toward evidence-based professional development that aligns with the new definition of professional development and
- What measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes, and your plan for how you will continuously improve implementation.
Sample rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Vision</td>
<td>The plan includes a clear vision for student learning and success.</td>
<td>2</td>
</tr>
<tr>
<td>B. Alignment</td>
<td>The plan aligns with the state’s educational goals and the needs of students.</td>
<td>2</td>
</tr>
<tr>
<td>C. Professional Development</td>
<td>The plan includes opportunities for professional development.</td>
<td>2</td>
</tr>
<tr>
<td>D. Student Engagement</td>
<td>The plan promotes student engagement and motivation.</td>
<td>2</td>
</tr>
<tr>
<td>E. Family Engagement</td>
<td>The plan involves families in the learning process.</td>
<td>2</td>
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</tbody>
</table>

Note: This is a sample rubric to assess the quality of a learning system plan. It is not exhaustive and can be adjusted based on specific needs.


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Discussion and Questions

Please identify the step or steps you will take next.

Next actions

1) Review checklists of opportunities for each condition of a learning system.
2) Review and plan to use vision-setting protocols.
3) Plan to conduct a program and policy review.
4) Examine a sample local plan question.
Thank you!