

# CRITERIA FOR SELECTING TECHNOLOGY-ENHANCED PROFESSIONAL LEARNING

**T**o be effective, technology-enhanced professional learning, just like face-to-face professional learning, meets the Standards for Professional Learning. The standards synthesize nearly three decades of research on professional learning and identify the attributes of professional learning that improves educator practice and student achievement. Using Standards for Professional Learning as a guide, the following table provides criteria

to consider when making decisions about the integration of technology-enhanced learning products and services for professional learning.

*(Note: The type of product or service and its intended outcomes may require that some indicators have greater priority than others. Thoughtful examination of all indicators prior to review will assist reviewers to prioritize the indicators for their identified purposes and intended outcomes.)*

STANDARDS FOR PROFESSIONAL LEARNING	CORE ELEMENTS	TO WHAT DEGREE DOES THE TECHNOLOGY-ENHANCED PRODUCT OR SERVICE:
<p><b>LEARNING COMMUNITIES</b></p> <p>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	Engage in continuous improvement.	<ul style="list-style-type: none"> <li>• Integrate a cycle of continuous improvement for sustained, ongoing professional learning.</li> <li>• Analyze educator, student, and school data to identify student-learning needs.</li> <li>• Define educator professional learning goals based on student learning needs.</li> <li>• Select and implement evidence-based designs for professional learning to achieve professional learning goals.</li> <li>• Provide job-embedded coaching and other forms of assistance to support transfer of learning.</li> <li>• Assess and evaluate the effectiveness of professional learning.</li> <li>• Inform ongoing improvement in teaching, leadership, and learning.</li> <li>• Tap external assistance when necessary.</li> <li>• Engage users.</li> </ul>
	Develop collective responsibility.	<ul style="list-style-type: none"> <li>• Facilitate collaboration, resource sharing, networking, and knowledge co-construction for shared learning among large and small teams of educators who share common goals for student success; job-related performance; school, district, and state improvement efforts, etc.</li> <li>• Promote a culture of collective responsibility for student and peer success.</li> <li>• Tap internal expertise of peers.</li> <li>• Promote collaborative problem solving, inquiry, decision making, and product development to support effective professional practice.</li> </ul>
	Create alignment and accountability.	<ul style="list-style-type: none"> <li>• Support achievement of individual, team, school, district, or state goals for educator effectiveness and college- and career-readiness for students.</li> <li>• Build in accountability for professional learning and application of learning to improve practice and student results.</li> </ul>

STANDARDS FOR PROFESSIONAL LEARNING	CORE ELEMENTS	TO WHAT DEGREE DOES THE TECHNOLOGY-ENHANCED PRODUCT OR SERVICE:
<p><b>LEADERSHIP</b></p> <p>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.</p>	<p>Develop capacity for leading.</p>	<ul style="list-style-type: none"> <li>• Develop leadership capacity of educators, particularly those with formal and informal leadership responsibilities and those who aspire to become leaders.</li> <li>• Promote educator communication with peers and supervisors.</li> <li>• Provide tools for leaders to support effective use of technology for professional learning.</li> </ul>
	<p>Advocate for professional learning.</p>	<ul style="list-style-type: none"> <li>• Link professional learning to state, district, school, and individual improvement efforts.</li> <li>• Generate information to inform communication with policymakers, decision makers, educators, and public about the role of professional learning in supporting implementation of Common Core standards and college- and career-readiness for students.</li> </ul>
	<p>Create support systems and structures.</p>	<ul style="list-style-type: none"> <li>• Provide infrastructure that facilitates effective professional learning.</li> <li>• Incorporate data and information management for professional learning.</li> <li>• Provide planning, analysis, reflection, and evaluation tools for professional learning.</li> <li>• Align with established goals, plans, and overall professional learning system.</li> </ul>
<p><b>RESOURCES</b></p> <p>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>Prioritize human, fiscal, technology, material, and time resources.</p>	<ul style="list-style-type: none"> <li>• Promote thoughtful use of all resources for professional learning to achieve individual, team, school, district, and state improvement goals.</li> <li>• Reduce dependence on other resources (staff, time, materials, or funding) or increase the efficiency and effectiveness of other resources for professional learning without diminishing effectiveness of learning and results for educators and students.</li> <li>• Increase effectiveness and efficiency of learning process.</li> </ul>
	<p>Monitor resources.</p>	<ul style="list-style-type: none"> <li>• Collect data about effectiveness and efficiency of professional learning and results.</li> <li>• Generate analyses of resource use to inform revisions, planning, and evaluation of professional learning.</li> </ul>
	<p>Coordinate resources.</p>	<ul style="list-style-type: none"> <li>• Develop cross-program, school, district, and state integration of resources for professional learning to maximize benefits, increase efficiency and return on investment, and expand use.</li> <li>• Expand resources available for professional learning.</li> <li>• Provide single point of entry for all resources, information, and data for professional learning.</li> </ul>

STANDARDS FOR PROFESSIONAL LEARNING	CORE ELEMENTS	TO WHAT DEGREE DOES THE TECHNOLOGY-ENHANCED PRODUCT OR SERVICE:
<p><b>DATA</b></p> <p>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.</p>	<p>Analyze student, educator, and system data.</p>	<ul style="list-style-type: none"> <li>• Collect data from multiple sources.</li> <li>• Provide analysis of data collected to inform decisions about learning needs, goals, content, and processes.</li> <li>• Create learner profile and goals for individual, team, school, district, and state professional learning.</li> </ul>
	<p>Assess progress.</p>	<ul style="list-style-type: none"> <li>• Incorporate identification of benchmarks and indicators for progress toward professional learning goals.</li> <li>• Use data to measure progress toward professional learning goals.</li> <li>• Provide recommendations for interim adjustments to achieve professional learning goals.</li> </ul>
	<p>Evaluate professional learning.</p>	<ul style="list-style-type: none"> <li>• Collect data to evaluate the effectiveness, results, and efficiency of professional learning.</li> <li>• Provide analyses to inform decisions about future planning for professional learning.</li> <li>• Support analysis of data for individual, team, school, district, and state evaluation of professional learning.</li> </ul>
<p><b>LEARNING DESIGNS</b></p> <p>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>Apply learning theories, research, and models.</p>	<ul style="list-style-type: none"> <li>• Use a research-based approach or theoretical framework for learning process.</li> <li>• Integrate principles of human learning.</li> <li>• Demonstrate respect for professional educators.</li> </ul>
	<p>Select learning designs.</p>	<ul style="list-style-type: none"> <li>• Integrate multiple learning designs to address learner preferences and needs.</li> <li>• Integrate learning processes that parallel expected outcomes for educators.</li> <li>• Provide models of exemplary practice.</li> <li>• Maximize the use of technology to increase effectiveness, efficiency, and results of professional learning.</li> <li>• Differentiate to accommodate learner preferences, backgrounds, experiences, environment, technology skills, and identified needs.</li> <li>• Support options for learner choice in content and process.</li> <li>• Build flexibility in learning pathways and processes.</li> <li>• Meet ADA or web-content accessibility standards.</li> <li>• Support ease of use and navigation.</li> <li>• Provide evidence of success in other schools, districts, states, and education agencies.</li> </ul>
	<p>Promote active engagement.</p>	<ul style="list-style-type: none"> <li>• Engage learners in constructing knowledge.</li> <li>• Require demonstration of learning through product development, application to practice, and evidence of results.</li> <li>• Integrate ongoing reflection, analysis, critique, evaluation, and synthesis of information, ideas, principles, concepts, practices, etc.</li> <li>• Create multiple opportunities to practice application of learning in different settings.</li> </ul>

STANDARDS FOR PROFESSIONAL LEARNING	CORE ELEMENTS	TO WHAT DEGREE DOES THE TECHNOLOGY-ENHANCED PRODUCT OR SERVICE:
<p><b>IMPLEMENTATION</b></p> <p>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.</p>	<p>Apply change research.</p>	<ul style="list-style-type: none"> <li>• Use research on change to promote implementation of learning.</li> <li>• Support professional learning through all phases of the learning process, including acquisition, application, analysis of results, and continuous refinement to achieve mastery.</li> </ul>
	<p>Sustain implementation.</p>	<ul style="list-style-type: none"> <li>• Promote mastery and refined use of learning.</li> <li>• Define explicit expectation for learning and application of learning.</li> <li>• Provide exemplars of application of learning as models.</li> <li>• Provide access to personalized support for implementation.</li> <li>• Provide support over multiple years to achieve full and accurate implementation of new learning.</li> </ul>
	<p>Provide constructive feedback.</p>	<ul style="list-style-type: none"> <li>• Provide continuous formative feedback based on explicit criteria.</li> <li>• Provide feedback from peers, supervisors, and experts.</li> <li>• Incorporate a system to request feedback on specific processes, products, or other aspects of the learning process.</li> <li>• Integrate self-analysis and reflection as a part of the learning process.</li> <li>• Link feedback with next-step actions.</li> </ul>
<p><b>OUTCOMES</b></p> <p>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<p>Meet performance standards.</p>	<ul style="list-style-type: none"> <li>• Align educator learning goals and content with performance expectations and standards.</li> <li>• Align learning goals and content with identified learner needs.</li> <li>• Promote high level of educator performance.</li> <li>• Deepen educator content knowledge.</li> <li>• Expand instructional practices.</li> <li>• Integrate pedagogical content knowledge.</li> </ul>
	<p>Address learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Align educator learning goals and content with student learning outcomes as defined in Common Core or college- and career-ready standards.</li> <li>• Align educator learning goals and content with identified student learning needs.</li> <li>• Promote high level of educator performance to achieve student learning goals and standards.</li> <li>• Expand educator expertise to meet the academic, cultural, language, family, and social needs of all students.</li> <li>• Develop strategies to guarantee equity in learning for all students.</li> </ul>
	<p>Build coherence.</p>	<ul style="list-style-type: none"> <li>• Build on previous experience and background of educators.</li> <li>• Link initiatives, resources, and talents across multiple initiatives, programs, and improvement efforts.</li> <li>• Promote synthesis of learning across multiple learning experiences.</li> </ul>