

How to evaluate professional learning policies:

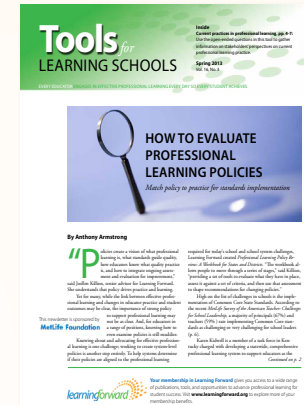
Match policy to practice for standards implementation

Download the article and accompanying tools

This presentation is a supplement to the full article. Download more information, resources, and tools to help you implement these ideas in *Tools for Learning Schools* (2013, Spring).

Available at www.learningforward.org/publications/tools-for-learning-schools

Source: Armstrong, A. (2013, Spring). How to evaluate professional learning policies: Match policy to practice for standards implementation. *Tools for Learning Schools* 16(3). (pp. 1-3).



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Implementing standards is a common challenge

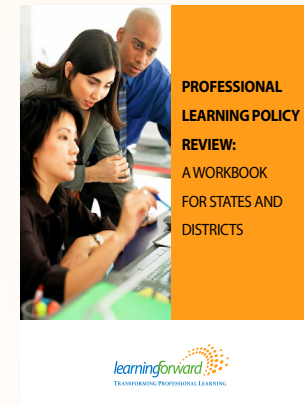
A majority of principals (67%) and teachers (59%) rate implementing Common Core standards as challenging or very challenging for school leaders.

Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership.* NY: Author. Available at www.metlife.com/teachersurvey.



Professional Learning Policy Review: A Workbook for States and Districts

Are your policies aligned to the professional learning required for today's challenges, such as implementing Common Core State Standards?



Available at <http://www.learningforward.org/publications/implementing-common-core>.

Source: Learning Forward. (2012). *Professional learning policy review: A workbook for states and districts.* Oxford, OH: Author.



Professional learning is critical to support change

“It is clear that these changes...cannot wait for a new generation of teachers and school administrators to emerge from teacher and principal preparation programs. Teachers and principals...need intensive and ongoing professional learning to develop and refine their existing practices to meet their new responsibilities.”

Source: Learning Forward. (2012). *Meet the promise of content standards: Professional learning required.* Oxford, OH: Author. (pp.3-4). Available at www.learningforward.org/publications/implementing-common-core.



School leaders need help supporting teacher growth

Half of teachers (49%) and principals (50%) agree that providing “guidance and opportunities for teachers to build their competence and skills” is challenging for school leaders.

Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership.* NY: Author. Available at www.metlife.com/teachersurvey.



Six phases of a policy review

Phase 1: Initiation

Phase 2: Discovery

Phase 3: Analysis

Phase 4: Recommendations

Phase 5: Reporting

Phase 6: Follow-up

Source: Killion, J. (2013). *Professional learning policy review: A workbook for states and districts.* Oxford, OH: Learning Forward.



Know where policies stand

Findings may not be surprises—they may just confirm areas for improvement.

Source: Armstrong, A. (2013, Spring). How to evaluate professional learning policies: Match policy to practice for standards implementation. *Tools for Learning Schools* 16(3). (pp. 1-3).



Policy opportunity: Decreased budgets decrease professional environments

Principals at schools with decreased budgets are more likely than principals at schools with increased or steady budgets to say that professional development opportunities (21% vs. 5%) and time for teachers to collaborate with each other have decreased (18% vs. 3%).



Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership.* NY: Author. Available at www.metlife.com/teachersurvey.

Policy opportunity: Make time for learning

More than six in 10 teachers say that time to collaborate with other teachers (65%) and professional development opportunities (63%) have either decreased or stayed the same during the past 12 months.



Source: MetLife. (2012). *MetLife survey of the American teacher: Challenges for school leadership.* NY: Author. Available at www.metlife.com/teachersurvey.

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