

# **Conducting Policy Reviews**

Transforming Professional Learning Webinar Series







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#### **Our Norms**

- Engage fully, share expertise, and ask questions.
- Use the chat box at the bottom of the screen to enter comments and questions.



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# **Today's Outcomes**

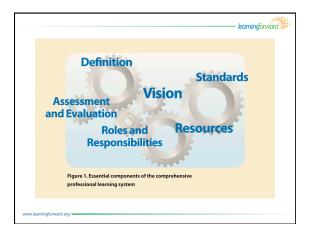
- Evaluate how well your school or organization is transforming its professional learning policies.
- Provide an overview of the six phases of policy review work.
- Examine a tool for gathering information on current professional learning practices in key policy areas.

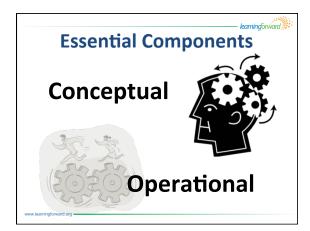
# Agenda Topic • Welcome and introductions • The big picture: Policy reviews within the larger context of a comprehensive professional learning system • ACTIVITY: Evaluating your professional learning policies • Six phases of policy review work • Policy review initiation phase tool • Q&A and Wrap-up

# What Is a Comprehensive Professional Learning System?

- Infrastructure for developing individual, school, team, school system capacities needed to ensure success for all educators and their students
- "The way professional learning works."
- Component parts of the engine that drives educator learning designed to increase student learning
- Essential components needed for professional learning to meet the demands of educators and their students





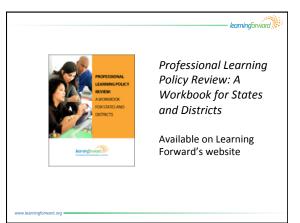


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# Policy influences practice.

- Policy encompasses legislation, regulation, guidance, collective bargaining agreement language, memoranda of understanding, and other formally adopted agreements.
- Federal, state, and local education agencies adopt policies to establish accountability, define formal expectations, and guide practice.
- When policies reflect research- and evidence-based practices, they strengthen practice.





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#### **Self-Assessment**

For the following statements...

- Give yourself 3 points if the "But also..." category defines your current system;
- Give yourself **2 points** if you're moving toward the "But also..." side but aren't there yet.
- Give yourself 1 point if the "Not Only..." category resemble your policies.



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#### **Self-Assessment Questions**

- 1. Not only requiring professional learning as a core component of every newly adopted initiative or program... But also developing a comprehensive system to support effective professional learning.
- 2. Not only adopting a definition and Standards for Professional Learning... But also assessing the implementation of the definition and Standards for Professional Learning.

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#### **Self-Assessment Questions**

- 3. Not only some support and/or resources for professional learning... But also significant investments in resources and support for implementing state and district policies.
- **4. Not only** occasional days set aside for professional learning... **But also** time embedded in the school day and calendar year for educator collaboration and support.



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#### **Self-Assessment Questions**

5. Not only setting annual requirements in days or hours for educator engagement in professional development... But also requiring educators to to collect evidence of improved practice and student results.



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#### **Self-Assessment Questions**

- 6. Not only registering third-party professional learning providers... But also establishing stringent requirements so third-party providers use evidence to demonstrate impact.
- 7. Not only seeking occasional input from stakeholders... But also establishing formal feedback and systems to tap expertise and insights of educators, especially those with primary responsibility for implementing initiatives.

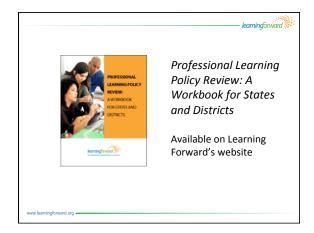
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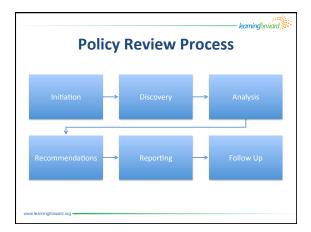
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#### **Score Yourself**

- 18-21: Give your policy and decision makers a hand!
- 14-17: Feel good you're on the right track!
- **10-13:** Write a plan on possible steps you'll take in the next few months to address required policy shifts.
- **7-9:** Seek help from others who have policies in place that you view as important.
- 7: It's time to start focusing on policies!









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#### **Phase 2: Discovery**

- Search, find, and record existing policies
  - Consider written formal policies & de facto policies
  - Also see Tool 2.1 (Professional learning policy discovery worksheet)



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#### **Phase 3: Analysis**

Frames for Analysis

- 1. Standards for Professional Learning
- 2. Attributes of Effective Policy (Desimore, Smith, & Phillips, 2007)
  - a. Consistency
  - b. Specificity
  - c. Stability
  - d. Authority
- e. Power

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#### **Phase 4: Recommendations**

- Review state and national sources for policy
- Consider the 22 policy areas related to professional learning
- Offer well constructed written policy statements
- Get feedback



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## **Phase 5: Reporting**

- Formal report for policy makers & stakeholders
  - Executive summary
  - Acknowledgements
  - Overview
  - Policy Review Findings
  - Recommendations
  - Next Steps
  - Summary



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## Phase 6: Follow-Up

- Communicate status of policy changes
- Conducting Ongoing Reviews



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#### **Initiation Phase Tool Overview**

- Tool 1.9 (p. 45) in Policy Workbook
- Use the open-ended questions in this tool to gather information on stakeholders' perspectives on current professional learning practice.
- The primary purpose of this process is to understand current practice, not to determine what it should be.



Dellas Asses	
Policy Areas	Questions to Elicit Current State
<ol> <li>Vision, mission, and beliefs for professional learning: Describes the vision, mission, and beliefs</li> </ol>	What are the vision, mission, and beliefs for professional learning in the state or district?
learning: Describes the vision, mission, and beliefs for effective professional learning and its relation- ship to educator effectiveness and student	What are the current goals for professional learning and its purpose(s)?
achievement.	rearning and its purpose(s)?
<ol><li>Definition of professional learning: Defines professional learning and positions it as a compre-</li></ol>	How do you define professional learning?     Who participates in professional learning?
hensive system of improvement, occurring con-	who participates in professional learning?
tinuously, and engaging educators in collaborative learning primarily at their worksite with additional	
opportunities outside their worksite.	
3. Standards for professional learning: Delineates research-based standards for	What ensures that professional learning meets standards for high quality?
professional learning that are used to monitor and measure effectiveness, efficiency, and equity	
in the professional learning.	
4. Purposes for professional learning: Specifies three distinct purposes for professional learning in-	What are the purposes of professional learning?     How do those purposes influence how profes-
three distinct purposes for professional learning in- cluding individual growth and development, team	sional learning occurs?
and school improvement, and program implemen- tation, all linked to increasing student achievement	
5. Governance for professional learning: Delineates lines of authority for professional learn-	What rules, policies, or expectations govern professional learning?
ing and defines processes for decision making.	Who has final authority for professional learning?
	Who has primary responsibility for the professional learning program?
6. Roles and responsibilities for professional	Who is typically involved in decisions about
learning: Delineates the roles and responsibilities of key stakeholders and other contributors to	professional learning? What kinds of decisions do they make?
effective professional learning.	How is professional learning planned, implement- ed, coordinated, and evaluated?
7. Requirement for professional learning:	How much professional learning is available and
Delineates the expectations and/or requirements for professional learning.	required for teachers? Principals? Central office staff? Other education staff? Support staff?
	How much professional learning do educators
	typically engage in?  Does the amount vary by roles, e.g. teachers, prin-
	cipals, new teachers, central office ? What reasons exist for this variation?
Policy Areas (cont.)	Questions to Elicit Current State (cont.)
<ol> <li>Alignment with other systems: Links profes- sional learning with educator, both teacher and</li> </ol>	How does professional learning contribute to or interact with other systems such as hiring and
administrator, effectiveness or evaluation systems, major reform initiatives, and other learning-focused	retaining educators, curriculum, assessment, and instruction, performance evaluation, student and
and operational systems.	educator data, educator effectiveness, etc.?
	How does professional learning link to major initiatives or goals?
	How do those initiatives or goals influence the
	content, form, and amount of professional learning?
9. Data-informed professional learning: Uses	What data are typically used to inform decisions
student, educator, and system data to inform deci- sions about needs, content, designs, and effects.	about the content, form, and length of profes- sional learning?
	What is the most common content of professional
	learning? - Who determines the content?
10. Leadership for professional learning:	To what degree are leaders and facilitators of
Requires leaders and facilitators of professional learn-	professional learning prepared for their leader-
ing to be well prepared for their leadership roles.	ship roles?
<ol> <li>Plans for professional learning: Requires individual, team, school, district, and state profes-</li> </ol>	Are there plans for professional learning at the state, school system, school, team, and individual
sional learning plans that align with individual, team, school, system, and state improvement goals,	levels?  - How are these plans developed?
components of the plans, and process for develop-	Are they required? Reviewed? Approved? How?
ing and approving plans.  12. Licensure/Certification: Specifies the role	What special programs or certifications earn edu-
of professional learning for initial, additional, and	cators award, additional compensation, or other
advanced licenses or certificates that prepare edu- cators for their new roles and develops the disposi-	incentives?
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Policy Areas (cont.)	Duestions to Elicit Current State (cont.)
Policy reas (coin.)  J. Incentives and recognition for professional learning: Uses application and impact of professional learning as criteria for incentives or recognition for professional learning.	Lessuants to Enterthers State Unit of the State
20. Evaluation of professional learning: Requires formative and summative evaluation of the equity, effectiveness, and efficiency of professional learning for both accountability and improvement.	How is professional learning evaluated? By whom? How often?     Who uses evaluation results?     How are results used?
21. Third-party providers: Establishes criteria for engaging third-party partners in the professional learning system to maintain effectiveness, efficiency, equity, and alignment with specified outcomes.	What processes are in place to ensure that third- party providers meet the state's requirements for effective professional learning and provide high quality services and products?
22. Learning management system: Uses a technology solution that links with educator and student databases to manage and increase access to professional learning.	How is professional learning managed?     Who is responsible for and how is record keeping for professional learning done?     How is technology used to contribute to equitable access, efficiency, and accountability for professional learning?



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#### **Final Steps**

- Additional resources will be posted in the Learning Exchange.
- Please take 5 minutes to complete our e-learning survey, which will be emailed following today's webinar.
- Register for upcoming webinars on our website.
- Thanks for participating in our Transforming Professional Learning webinar series!



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