



TRANSFORMING PROFESSIONAL LEARNING

Conducting Policy Reviews


Transforming Professional Learning Webinar Series
May 29, 2014
Facilitated by Stephanie Hirsh and Tom Manning




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.



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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

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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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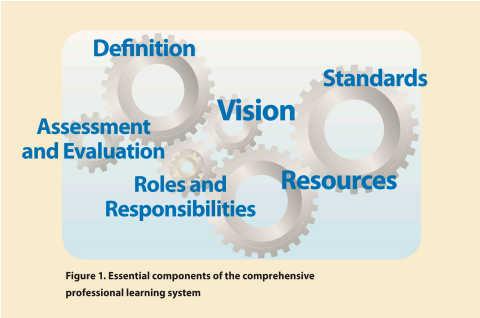



Figure 1. Essential components of the comprehensive professional learning system

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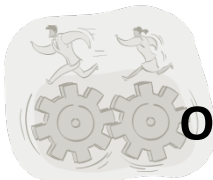
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Essential Components

Conceptual



Operational



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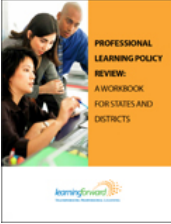
Policy influences practice.

- 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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Professional Learning Policy Review: A Workbook for States and Districts

Available on Learning Forward's website


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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 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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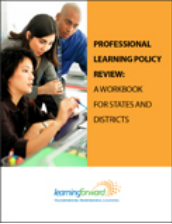
Score Yourself

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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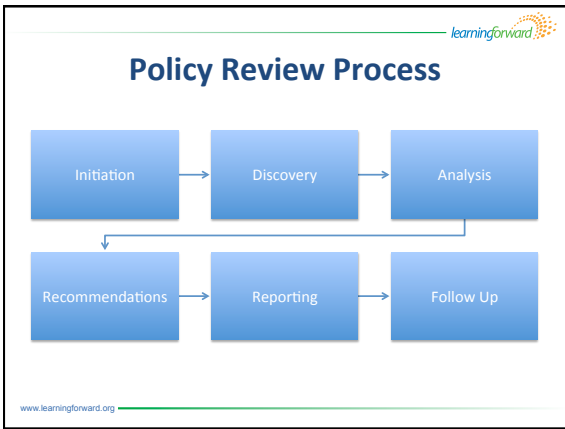




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Policy Review: A
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and Districts*

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Forward's website

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Phase 1: Initiation

- Define Goals & Scope
- Commission a Policy Review Task Force




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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.



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Policy Areas (cont.)	Questions to Elicit Current State (cont.)
<p>19. Incentives and recognition for professional learning: Uses application and impact of professional learning as criteria for incentives or recognition for professional learning.</p>	<ul style="list-style-type: none"> • What incentives exist for participation in professional learning? • How are those incentives awarded or earned? • Are the incentives based on application and impact of the learning? • Who determines if the incentives will be awarded?
<p>20. Evaluation of professional learning: Requires formative and summative evaluation of the equity, effectiveness, and efficiency of professional learning for both accountability and improvement.</p>	<ul style="list-style-type: none"> • How is professional learning evaluated? By whom? How often? • Who uses evaluation results? • How are results used?
<p>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.</p>	<ul style="list-style-type: none"> • 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?
<p>22. Learning management system: Uses a technology solution that links with educator and student databases to manage and increase access to professional learning.</p>	<ul style="list-style-type: none"> • 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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