PROFESSIONAL LEARNING POLICY REVIEW:

A WORKBOOK FOR STATES AND DISTRICTS

learningforward

TRANSFORMING PROFESSIONAL LEARNING

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Learning Forward's Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core is a multidimensional initiative focused on developing a comprehensive system of professional learning that spans the distance from the statehouse to the classroom. The project will reform policy and practice and apply innovative technology solutions to support and enhance professional learning. With an immediate focus on implementing Common Core State Standards and new assessments, the initiative provides resources and tools to assist states, districts, and schools in providing effective professional learning for current and future education reforms.

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Introduction

Educators face significant changes today that affect their daily work lives. Chief among those changes is the national expectation that every student will graduate from high school, college and career ready. Common Core State Standards adopted in 46 states, as well as college- and career-ready standards established in other states, define what students are expected to know and be able to do to enter and to succeed in 21st century postsecondary education or in careers. Changes such as new educator effectiveness systems, student assessments, and accountability for student success are also underway in education systems. Such changes affect what educators do daily. They might be teachers transforming their classrooms to integrate deeper learning strategies, increased use of technology, and more authentic demonstration of learning. Or they are principals and central office staff who are facilitating and leading the transitions by building understanding of the changes among teachers, students, families, and communities, and providing personalized support to individuals or teams of teachers to develop the expertise to plan, implement, and evaluate new instructional practices.

To meet the demands of these changes, most education agencies acknowledge the need for more professional learning for all educators. Yet, the kind of professional learning required to develop the knowledge, skills, practices, and dispositions of educators to meet new expectations is currently not widespread or common practice. Too often professional learning continues to be one-size-fits-all, large group, occasional, and disconnected from performance or outcome expectations. In the last decade, practices and research have been merging to form consensus on the attributes of professional learning that contribute to improving educator practice and increasing student success; however, too few policies or practices align, yet, with this consensus.

Now, with the demand for more effective professional learning to prepare and support educators to meet new expectations, state and school systems leaders can seize ideal opportunities for reevaluating their current policies and practices related to professional learning. By strengthening policies and practices, education leaders increase the leverage effective professional learning exerts on the achievement of higher standards for student and educator performance. This workbook provides states and

local school districts with guidance to conduct a review of existing policies related to professional learning. The review process includes discovery, analysis, recommendations for possible policy revision, and follow-up.

The assumption behind this workbook is simple: *Policy influences practice*. Strong policy requires and protects practices associated with established criteria for effectiveness. The reverse is true as well. Effective practice informs the development of policy to expand and promote effective practice. "High-quality professional development can occur as a result of strong district or school leadership, but it is far more likely to be sustained if incorporated into policy language and collective bargaining agreements that drive day-to-day operations of schools and districts," suggests a report of a six-state professional learning policy analysis conducted by National Staff Development Council, National Education Association, American Federation of Teachers, and Council of Chief State School Officers (National Staff Development Council, 2008, p. 19).

In professional learning, policies and practices to support effectiveness, equitable access, and efficiency are limited and fragmented (National Staff Development Council, 2010). "While good professional development programs exist in schools and districts without supportive policy language, task force members believe that comprehensive professional development systems are best supported through explicit state or district policies — policies that can guide and sustain professional learning and its implementation" (National Staff Development Council, 2008, pp. 19-20).

For the purpose of this workbook, policy is a broad term that 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.

Policy reviews usually encompass six phases. The first is to *initiate* the review process by defining the purpose and assembling a review team. The second phase is to conduct the *discovery* processes in which policies are gathered; information also is gathered from those affected by the

policies. The third phase is *analysis* during which policies are examined against an established set of criteria. The fourth phase, *recommendations,* proposes potential policy revisions based on analyses and observations. Phase five, *reporting,* includes disseminating information about the policy review process and recommendations to various audiences. The final *follow-up* phase includes subsequent actions (e.g. communications, evaluation, further review or revision) relative to the policy recommendations.

Organization of the Workbook

The workbook for the policy review is organized into six sections that correspond with the six phases of the policy review work.

PHASE 1 addresses **Initiation** of the policy review and includes recommendations for setting up the process, identifying members of the review committee, and outlining their responsibilities. It also includes guidelines for the scope and length of the review process and confirming criteria for analysis.

PHASE 2 discusses **Discovery**. During this phase, policies related to professional learning are located for future analysis.

PHASE 3 covers **Analysis**. During this phase, members of the task force review and analyze the policies discovered using established criteria. Task force members use available data and evidence to make judgments about policies.

PHASE 4 focuses on **Recommendations** for changes that the task force believes will leverage policies to increase the effectiveness and results of professional learning. It also includes sources of professional learning policies.

PHASE 5 provides guidance on **Reporting** and disseminating information on the policy review process, findings, and recommendations.

PHASE 6 provides guidance for **Follow-Up** one year after the review report and for annual reviews in the interim between comprehensive policy reviews.

Initiation

Overview

In this first phase, state or district leadership teams determine the need for the policy review, clarify the purpose and goals for the work, establish the timeline for the review process, determine membership of the task force, and prepare the charge statement. By the end of this phase, the team is ready, identified, and preparing for its first meeting. The facilitator of the process has recommended a background reading list and is solidifying the agenda for the first meeting. The work in this section is supported by several tools for conducting research, analysis, and discussion. The tools are offered only to support planning and should be adapted to align with the charge statement, the purpose of the policy review, and the time available.

Purpose

The primary purpose of professional learning policy review is to ensure that policies drive effective practice to achieve results. Without periodic review, policies can become fragmented and, thus, lack the attributes of effective policies (Desimone, Smith, & Phillips, 2007; Phillips, Desimone, & Smith, 2011; Polikoff, 2012). This typically happens when new policies are introduced without deep analysis of their interactions with existing ones. Leadership teams or governing bodies conduct periodic analyses of policies to cull those policies that no longer contribute to the vision, mission, and goals of the organization. In-depth analysis of professional learning policies are particularly important given the rapid changes in the field, the consensus being established as a result of research in the last decade, and the increasing importance of professional learning as a tool for individual and system improvement and program implementation. *Tool 1.1: Standards for Professional Learning* is a list of professional learning standards drawn from nearly three decades of research; they specify the attributes of professional learning that increases educator effectiveness and student achievement. More in-depth information about the standards is available at www.learningforward. org/standards.

Goals and Scope

The goals of policy review will vary by state or system. Most often, the overall goal is increasing the effectiveness of policies to leverage better practice. Sometimes the goals are to test the strength or effectiveness of policies. Still other purposes are to increase coherence among policies or to cull outdated policies. Each team will develop its own unique goals for the policy review it will undertake. In the goal-setting phase, it is also important to clarify the level of policies that will be analyzed. The term *policy* can be viewed as general or specific. Before beginning the review process, it is important to clarify what policy will mean in the context of a given review. For example, members must determine if policy includes legislation, regulation, rules, administrative guidance, guidelines, memoranda of understanding, collective bargaining language, or other formal or informal agreements.

At this early stage , it is also helpful to determine if the scope of the review includes professional learning for all educators. That designation would include teachers and administrators at all levels, other certificated or licensed staff, and staff with indirect responsibility for student achievement such as support staff. Today's emphasis on teacher quality might influence some teams to analyze only policies about teacher professional learning. The impact of teacher professional learning, however, is strongly influenced by school, district, and state conditions, including support structures and administrators' practices in professional learning. When possible, a policy review will be more comprehensive and produce better results if it examines policies related to professional learning of the entire workforce, including those with direct and indirect influence on student achievement.

Timeline

Policy reviews can take a few weeks or several months. The timeline depends on the scope of work to be accomplished, the degree of engagement of stakeholder representatives, and the processes to be used. The work of the task force can be streamlined by having someone familiar with existing policies conduct the discovery process. In other words, give the existing policies to the task force. In addition, if the team is unfamiliar with professional learning research and with the role of policy in shaping practice, it will be necessary to build team members' background knowledge before they undertake their work. Setting reasonable timelines also includes acknowledgement that forming recommendations, vetting them for feedback, and revising them based on the feedback can take time. In some cases, the task force analyzes the policies, and recommendations for revision emerge from another team who studies the analyses. A final factor includes the amount of engagement among stakeholder representatives in the process. The larger the task force, the longer the process is likely to take; however, the overall commitment to effective professional learning and support of the revisions is likely to be higher. An average length of time to conduct a state policy review is approximately four to six months. District policy reviews can be shorter or longer depending on whether the task force decides to examine the district's policies in light of state policies.

Professional Learning Policy Review Task Force

The policy review process is best when conducted by a representative team comprised of members who have a stake in the quality of the professional learning policies. In addition, people within an education system are affected in different ways by policy so broader representation ensures all perspectives are considered. Below is a discussion about selecting representatives for the Professional Learning Policy Review Task Force, hereafter referred to as "Policy Review Task Force." The policy landscape, governance structure, and many other factors will influence the composition of the team locally, yet broad representation is strongly recommended for a more rigorous and successful review. Participation in the review process has the potential to increase interest in effective professional learning by expanding perspectives during the review process and generating support of future policy change recommendations.

Policy Review Task Force Selection or Appointments

Who serves on the Policy Review Task Force affects the quality and results of the process. Forming a team with broad representation from all stakeholders increases the rigor of the review, promotes increased support of effective professional learning, and demonstrates the value of collaboration and cooperation within the organization. Team members may be selected from among interested volunteers, appointed by the leadership team, or appointed as representatives by their constituent groups. It is best to have a team that is broadly representative of all stakeholders; however, the larger the team, the longer the process might take. *Tool 1.2: Recommendations for Professional Learning Policy Review Task Force Membership* is a recommended list of potential stakeholders who should be represented in both district and state policy reviews.

Charge to Policy Review Task Force

Regardless of how the policy task force is formed, it is necessary to provide potential members and the public with a clear statement of the purpose of the team, the scope of its work, its decision-making authority, and other expectations. *Tool 1.3: Sample charge statement to Professional Learning Policy Review Task Force* helps potential team members know what is expected of them, the length of their time commitment and breadth of their work, and other information to help them determine if they are well suited to the work ahead. The charge statement is best if it comes from high-ranking leaders, such as the governor, commissioner of education, or the state board of education.

Background Reading

Tool 1.4: Background readings is a recommended list of readings for Policy Review Task Force members. A portion of the first meeting might prepare members for the policy review by developing their understanding of the characteristics of effective professional learning and the important role professional learning plays in advancing educator effectiveness and student results. The facilitator can do that by helping members to become familiar with the Standards for Professional Learning and the supporting research. The standards are a synthesis of research on professional learning and will serve as the basis for criteria for policy review. Each team member should receive a personal copy of the *Standards for Professional Learning.* The standards are available online at www.learningforward.org/bookstore/standards-for-professional-learning/2012/06/07/standards-for-professional-learning or by calling 800-727-7288.

Vision of Professional Learning

If the state or district does not have a vision for professional learning, a solid definition of it, or even standards for professional learning, the review process will help identify what is needed in these areas. Before the policy review begins, task force members should have a sound understanding of the research in effective professional learning and be able to distinguish effective from ineffective professional

learning. Using the background readings is one way to build a foundation of shared knowledge about effective professional learning. *Tool 1.5: Big Ideas note-taking guide, Tool 1.6: The Final Word protocol,* and *Tool 1.7: Text-based warm-up activities* are designed to help task force members digest and synthesize the research. Although the background readings and discussion that will ensue will not produce a final vision for professional learning for the state or district, the task force members' summary list can inform the articulation of a vision when a comprehensive plan for professional learning is developed. The products and deliverables produced under the auspices of the initiative *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core* will help states and districts with the process for developing comprehensive professional learning plans. Additional resources and tools are available at www.learningforward.org/publications/implementing-common-core.

Launch Meeting Agenda

The first meeting of the Policy Review Task Force establishes parameters for the work of the team, clarifies the team's work, and prepares the team for the work ahead. It can also include developing a solid foundation of the background about professional learning needed to conduct the review and analysis. *Tool 1.8: Sample launch meeting agenda* suggests recommended focus areas for subsequent meetings.

Review of Current Practices

Sometimes policy reviews are more effective when task force members understand current practices in professional learning and have a sense of the state's or district's vision for professional learning. *Tool 1.9: Current practices* will assist Policy Review Task Force members in gathering information about current practices that will help later with analyses of existing policies. It asks Policy Review Task Force members to respond to a series of questions regarding their understanding of and experience with professional learning, its planning, implementation, and results. Task force members may choose to use the questions in focus groups with constituent groups to broaden their knowledge base, especially if they are unable to answer the questions themselves. As an alternative, the task force might ask several focus group facilitators to hold focus groups and summarize the information for the task force's use. Yet another option is to use the questions in interviews with representative stakeholders. Completing this process will give the task force a strong sense of current practice in professional learning.

Initiation Phase Tools

Tool	Tool Title	Description
1.1	Standards for professional learning	The standards identify the research-based attributes of effective professional learning that increases educator effectiveness and student results.
1.2	Recommendations for membership of the Professional Learning Policy Review Task Force	The list recommends organizations that give the Policy Review Task Force broad stakeholder representation.
1.3	Sample charge statement to Professional Learning Policy Review Task Force	A sample charge statement outlines the responsibilities, membership, level of authority, and parameters of the Policy Review Task Force's work.
1.4	Background readings	The annotated list of background readings suggests web-based readings to build foundational knowledge of task force members.
1.5	Big Ideas note-taking guide	This is a simple note-taking tool for readers to summarize the big ideas that emerge from their background readings.
1.6	The Final Word protocol	This protocol describes a process for task force members to use in discussing background readings with one another in small groups.
1.7	Text-based warm-up activities	This tool includes several options for engaging task force members in warm-up activities to begin meetings.
1.8	Sample launch meeting agenda	The launch meeting agenda outlines the first meeting of the task force and then delineates focus areas for subsequent meetings.
1.9	Current practices in professional learning	This protocol includes a set of questions to use in collecting information about current practices in professional learning.

PHASE 2

Discovery

Overview

During the Discovery Phase, Policy Review Task Force members must locate and record professional learning policies. Online policy databases, printed copies of statutes, regulations, and guidance documents, or other electronic and print resources are potential resources in the search for policies. Typically in school districts and states, a specific office or an individual is the keeper of policies; this person is another source to consult for policies.

Locating Policies

Identifying existing policies can be a complicated process, especially if the policy review includes analysis of all types of professional learning policies including legislation, regulations, memoranda of understanding, contract language, administrative operations and guidelines, and other types of expectations. Typically, most members of the Policy Review Task Force will not have deep understanding about the full range of policies and may not know where all are located. Someone who has familiarity with existing policies and knows how to use research databases or documents of existing policies might conduct the discovery process and provide the policies to the task force.

As an alternative, the Policy Review Task Force might conduct its own search for existing policies during or outside its meetings. The six-state study and analysis of professional learning policies and collective bargaining language identified 12 policy pathways, areas in which professional learning commonly is addressed (National Staff Development Council, 2008). Those 12 areas plus additional ones not examined in the 2008 study are listed on page 13. Each policy area is a potential place to examine to see whether and how it addresses professional learning. Policies may not exist for every area; however, it is helpful to use the policy areas to guide the discovery process. Because it is common that professional learning policies exist in multiple areas, the discovery process may demand some patience to ensure it is thorough and complete.

Tool 2.1: Professional learning policy discovery worksheet is useful for recording information about existing policies. It can be adapted to fit the specific types of policies being reviewed and the purpose and goals of the current policy review.

Policy Areas

1. Vision, mission, and beliefs for professional learning

2. Definition of professional learning

3. Standards for professional learning

4. Purposes for professional learning

5. Governance for professional learning

6. Roles and responsibilities for professional learning

7. Requirement for professional learning

8. Alignment with other systems

9. Data-informed professional learning

10. Leadership for professional learning

11. Plans for professional learning

12. Licensure/Certification

13. Dedicated time for professional learning

14. Dedicated funding for professional learning

15. Other resources

16. Flexible designs

17. Job-embedded collaboration

18. Mentoring and induction

19. Incentives and recognition for professional learning

20. Evaluation of professional learning

21. Third-party providers

22. Learning management system

Discovery Phase Tools

Tool	Tool Title	Description
2.1	**Professional learning policy discovery worksheet**	This comprehensive worksheet offers a framework for recording and annotating policies as they are discovered.

PHASE 3

Analysis

Overview

Now that the discovery process is completed, the Policy Review Task Force's work begins. Section Three is the Analysis Phase in which each policy is analyzed in terms of established criteria and for its contribution to the comprehensiveness, effectiveness, efficiency, equity, and coherence of professional learning.

Analysis of Policies

Two sets of criteria may guide analysis of existing policies. The first criteria are the seven Standards for Professional Learning. These seven standards are culled from nearly three decades of professional learning research and are the consensus view of 20 professional associations about effective professional learning. The first edition of the standards was published in 1994 and the current standards represent the third edition. Each of the standards is supported by research and works interdependently with the other standards to form a holistic view of professional learning. Because the standards are so interdependent, if one area is absent, the overall effectiveness of professional learning is weaker. Strong professional learning practice and policy incorporate all seven standards within contexts and conditions necessary to support professional learning.

The second set of criteria for analysis contains the attributes of effective policy drawn from policy attributes theory (Desimone, Smith, & Phillips, 2007; Phillips, Desimone, & Smith, 2011; Polikoff, 2012). Policy attributes theory identifies five attributes of effective education policy. They include consistency, specificity, stability, authority, and power. *Consistency* in policies means that the policies are coherent with one another and send a common message to implementers. "*Specificity* is the degree to which policy is clear and promotes common understanding of the policy's intent" (Polikoff, 2012, p. 279). "*Stability* is the extent to which the policy has been in place a long time" (Polikoff, 2012, p. 279). *Power* refers to the rewards, sanctions, and other resources used to control or motivate behavior. Closely related to power is authority. "*Authority* is the extent to which a policy is accepted and persuasive to those who have to implement it—usually principals and teachers" (Desimone, Smith, & Phillips, p. 2). Laura Desimone, Thomas Smith, and Kristie Phillips (2007) note the distinction between power and authority,

> If teachers follow a policy because of its power, they implement it is only because of the threat of rewards or sanctions. If, however, they follow a policy because of its authority, they implement it because they have been persuaded that it is a good idea. …There is evidence to suggest that power sometimes results in shallow, short-term implementation, whereas authority is more likely to result in longer term and deeper implementation (p. 2).

Power, then, is the extent to which a policy includes specific sanctions or consequences for not implementing it or rewards for implementation.

The intent behind the analyses is to understand how the existing policies contribute to or inhibit effective professional learning that enhances educator practices to produce results for students. Some members of the task force may have more information because of their experiences and roles than others. It is important to acknowledge this and to keep all members engaged in the process. For those who have limited knowledge, their role during the analysis process will be to ask questions of those with the knowledge to gather information, seek evidence, and clarify. Well-prepared task force members are familiar with the research and well versed in the Standards for Professional Learning, a succinct list of attributes of effective professional learning, before launching the analysis process.

This chapter includes several tools for collecting and analyzing data about professional learning policies: *Tool 3.1.1: Policy attributes rubric, Tool 3.1.2: Components analysis,* and *Tool 3.1.3: Standards-based analysis tool.* Task force members may choose to use the three tools or some combination of them to collect data. The goal is to analyze the completeness and effectiveness of existing policies prior to recommending any revisions. Or they may decide to construct their own analysis tool using the included tools as models. To select the most appropriate tool, task force members should consider the goal and purpose of their review, the results that each analysis tool will provide, and the scope of the policies included in the review. If at all possible, it is preferable to include all existing policies about professional learning in the analysis process.

In some states and districts there are data that provide insights about professional learning. For example, some states and districts use the Standards Assessment Inventory 2 (www.learningforward.org/standards/standards-assessment-inventory-sai) or other types of assessments to gather data about professional learning or other factors that influence professional learning. Some states or districts may have evaluation reports from externally funded initiatives that incorporated professional learning. Annual budget reports with information of funding for professional learning may be informative to the policy review process. Annual state, system, and school accountability reports that describe and provide evidence of the effectiveness of professional learning may be useful background for understanding current practice in professional learning. Spending time examining these data will help task force members gain an understanding of the current state of professional learning.

Before beginning the analysis, task force members should review all discovered policies and determine if all will remain in the analysis process. In some cases, if the number of discovered policies is lengthy, policies with limited direct influence of professional learning practice may be set aside in favor of those policies that have a more direct influence. However, task force members may decide not to eliminate any policies from the review process. The number of policies and time for the review may influence the number of policies included in the analysis.

While it is difficult to recommend which policies take precedence in the analysis process, it makes sense to begin with policies related to the criteria listed in *Tool 3.1.1: Policy attributes rubric* first and add others that exist later. Some states and districts have policies that include many of the criteria together into a single policy. These overarching policies might be given priority status in the analysis process. When possible, include every policy that relates to professional learning, whether it is direct or indirect.

Tool 3.1.2: Components analysis provides an analysis of the thoroughness of professional learning policies. Again, it is not expected that each area of the list will be evident in current policy or guidance, however part of the analysis process will be to determine how any missing areas may affect the overall effectiveness and impact of professional learning. Reviewers will use considered judgment, review of current practice, and personal experience to assess the existing policies based on each of the policy attributes. The intent of this analysis is not to score the policies, but to consider how they contribute around the five attributes. The rubric will offer some guidance; however, it is an approximation. It is not unusual that some policy areas and policies do not meet all policy attributes. The intent is to give reviewers a way to think about the policies, consider their level of influence, and to identify strengths and weaknesses.

Tool 3.1.3: Standards-based analysis tool is based specifically on the research-based standards for professional learning. *Tool 3.2: Data analysis protocol* is used to guide the task force's analysis and interpretation of data they collect on the discovered policies. *Tool 3.3: Policy analysis questions* is a list of questions that have a dual application: They guide the overall analysis of existing policies and the review of *Tool 3.4 Observations and evidence table,* a note-taking tool that supports the policy analysis process. Finally, *Tool 3.5: Conclusions summary table* is another note-taking tool on which reviewers can summarize their conclusions and evidence in preparation for the Recommendations Phase.

Analysis Phase Tools

Tool	Tool Title	Description
3.1.1	**Policy attributes rubric**	This rubric helps task force members assess existing policies by the five policy attributes.
3.1.2	**Components analysis tool**	This tool guides task force members to analyze existing policies by the 22 identified policy areas for effective professional learning.
3.1.3	**Standards-based analysis tool**	This tool guides task force members in analyzing existing policies by the research-based Standards for Professional Learning.
3.2	**Data analysis protocol**	This process is used to guide analysis of existing professional learning policies by using a combination of tools.
3.3	**Policy analysis questions**	This set of questions guides task force members in interpreting their analysis of existing professional learning policies.
3.4	**Observations and evidence table**	This note-taking tool is a simple way to collect and record observations resulting from the policy analysis.
3.5	**Conclusions summary table**	This note-taking tool is a simple way to record conclusions that emerge from the policy analysis and that will likely lead to proposed recommendations for policy revisions.

PHASE 4

Recommendations

Overview

In this phase, the Policy Review Task Force members formulate recommendations based on their conclusions. Some consider this the "next action" step. In other words, based on the analysis, what needs to occur to strengthen the effectiveness, efficiency, and equity of professional learning? As team members move into this phase, they have become grounded in current practice; they know what policies exist about professional learning; and they have analyzed those policies. During this phase, they use their analysis to recommend changes in policy that will strengthen professional learning so that it has the intended results in educator practice and student success.

Sample or Recommended Policies

Tool 4.1: State and national sources for professional learning policies includes annotated lists of state and national databases of professional learning policies to use as potential models for policy revisions. It is useful to review sample or recommended policies; however, it is important to note that many of the sources listed do not have sample or recommended policies in all policy areas specified during the discovery process. Part of the reason for a lack of information is that not all the areas are addressed in policy. Several may be included in administrative guidance or operational documents. Knowing what is covered in current policies and what leading associations and organizations recommend for professional learning policies provides a framework for developing policy recommendations.

Consequently, in addition to reviewing sample or recommended policies in professional learning, the Policy Review Task Force might examine the 22 policy areas to determine which ones are more appropriate as either legislation, regulations, or guidance. Leading factors in this decision will be the existence and nature of state-level legislation about education governance, policies, and procedures. *Tool 4.2: Recommended levels of policy authority* gives task force members a summary sheet as they determine the appropriate level of policy authority for each policy area.

Recommendations

Next, the task force will develop revisions and/or additions to existing policies. There are several ways to approach this work. One is to form small groups to work on each policy area or a cluster of related areas. Another way is to work through existing policies that are most closely aligned to the conclusions that emerged from the policy analysis. The scope of the needed revisions will determine the complexity of the revision process and the time needed for revisions. *Tool 4.3: Priority for policy recommendations* helps task force members prioritize their recommendations.

Recommendations

Essentially, recommendations represent the task force's next actions to strengthen policy. Policy recommendations may be accompanied with proposed actions to implement policy, support required to achieve full implementation, potential cost for full implementation, indicators that will mark progress toward and achievement of full implementation, potential resources needed to achieve full implementation, and an implementation plan. Sometimes these secondary components may be developed by others outside the Policy Review Task Force who may have more expertise on resources and implementation process.

As with other forms of legislation, contract, or policy revision, task force members are encouraged to work from existing language, if any exists, and show proposed changes using text-revision tools so that specific changes are clearly evident. In addition to having the full text available including mark-ups, a summary table such as the one in *Tool 4.4: Summary of recommendations for policy revisions* provides a way for stakeholders to understand specific proposed changes.

Task force members will be continually reviewing proposed recommendations, discussing their implications, and suggesting revisions. Their ongoing interaction will help clarify questions that are likely to arise.

Feedback

Once recommendations are formed, team members will undoubtedly want to vet their recommendations with their constituents, seek constructive feedback, make revisions as appropriate, and present final recommendations. Sharing recommendations and seeking feedback can happen in several ways. One is to share written copies of the recommendations with a feedback form or survey on which to collect feedback. Another way is to hold focus groups of small groups of representative constituents. Other less formal ways to solicit feedback might be to post the recommendations for open review and feedback from anyone who wants to respond. *Tool 4.5: Protocol for task force work group presentations of draft recommendations* is useful for a work group to use in practicing a presentation of draft recommendations to the larger Policy Review Task Force.

Using a purposeful process for seeking feedback will result in more thoughtful and representative feedback. *Tool 4.6: Questions to guide review of draft recommendations* offers questions that task force members can use to collect feedback on recommendations, while *Tool 4.7: Protocol for focus group review of proposed policy recommendations* provides guidance on a process for collecting feedback from stakeholders outside the task force.

Recommendations Phase Tools

Tool	Tool Title	Description
4.1	State and national sources of professional learning policies	This tool provides an annotated list of web resources for state and district laws and policies related to professional learning.
4.2	Recommended levels of policy authority	This tool provides guidance on deciding the appropriate level of authority for various policy areas.
4.3	Priority levels for policy recommendations	This tool provides criteria for task force members to use in prioritizing policy recommendations.
4.4	Summary of recommendations for policy revisions	This tool provides a framework for summarizing policy recommendations.
4.5	Protocol for task force work group presentations of draft recommendations	This tool offers a simple protocol to structure and practice making presentations about draft recommendations.
4.6	Questions to guide review of draft recommendations	This tool offers a set of questions to use for soliciting feedback on the proposed policy recommendations.
4.7	Protocol for focus group review of proposed policy recommendations	This tool is a simple protocol to use with small groups of stakeholders to solicit feedback on the proposed policy recommendations.

PHASE 5

Reporting

Overview

One of the final responsibilities of the Policy Review Task Force is to report its findings and recommendations to appropriate constituents who include stakeholders represented by task force members and the public at large. In reporting results of the task force's work, a good rule of thumb to follow is that one size does NOT fit all. For audiences who will want only an overview of the findings, the task force might develop an abbreviated report or use the executive summary with a table of recommended policy changes. Some audiences will want the full, more detailed report.

Reporting Recommendations

The table below might help task force members determine which stakeholders need which type of report.

Recommended Report Versions for Various Audiences

Audience	Version of report
Primary users: Boards of education, top-level leadership team, task force members, policy advisors, etc.	Full report with discussion
Secondary users: Stakeholders represented by task force members; general public	Executive summary, abbreviated report, or summary table with or without discussion

Source: *Assessing impact: Evaluating staff development*, 2nd edition, by J. Killion, Thousand Oaks, CA: Corwin Press and NSDC, 2008.

Some helpful tips for structuring the reports and presentations on the recommended policy revisions follow:

- **Review the charge statement.** The charge statement will guide the task force in developing its report.

- **Consider the audience and its need to know.** A parent group will want to know about the results and recommendations, however the level of detail they will want will differ from the state or local board of education that will likely be responsible for acting on the policy recommendations. The level of detail and the report format will vary by the audience and its need to know specifics.

- **Consider the format for the presentation.** If someone presents the report and uses supporting text to share the findings and recommendations, the text may include highlights without explanation. If the report is expected to stand alone, it may require more specificity.

- **Include contact information.** The report should include contact information for the point person who will answer questions or provide further information regarding the report.

Typically, a policy review report includes the following components:

i. Executive summary
- Summary of findings
- Recommendations

ii. Acknowledgements

I. Overview or introduction
- Purpose/goals of policy review
- Charge to task force
- Task force members
- Overview of process

II. Policy review findings
- Overview of policies reviewed
- Analysis results
- Strengths
- Areas for improvement

III. Recommendations
- Recommended policy changes

IV. Next steps
- Recommended annual review and ongoing monitoring

V. Summary

Results of the policy review can be presented in a variety of ways. The format for presenting the results depends on the intended audience. *Tool 5.1: Reporting options* includes a list of options for reporting on the results of the policy review and the proposed policy revisions. *Tool 5.2: Final presentation on policy review report* organizes a final presentation when task force members or spokesperson testify or address top-level leaders with final policy review results and recommendations. In many cases it might be helpful to engage stakeholder groups in discussion of the policy review report to increase their understanding of the review results. *Tool 5.3: Questions for study group on policy review report* gives guidelines that facilitators can use to conduct and support such study groups.

Reporting Phase Tools

Tool	Tool Title	Description
5.1	**Reporting options**	This tool describes reporting options based on audience preferences for receiving information.
5.2	**Final presentation on policy review report**	This tool offers an outline to structure final presentations to policymakers and constituents.
5.3	**Questions for study group on policy review report**	This tool is used to engage study groups in discussions of the policy review reports.

Follow-Up

Overview

The completion of the policy review results in proposed recommendations for policy revisions. Because policy revisions take time to execute, it is essential to develop a follow-up plan to track progress and provide periodic updates on the status of the policy revisions and to conduct ongoing reviews to ensure that professional learning policies are always current. The Follow-Up Phase focuses on establishing a schedule and conducting interim reviews between comprehensive policy reviews.

Task Force Follow-Up

Giving periodic updates to Professional Learning Policy Review Task Force members and to their constituents about the status of the recommendations will keep them informed. Typically, once a task force completes its analysis and develops recommendations, the recommendations advance to the appropriate governing body for study and action. This process can take time. To keep task force members informed, it is helpful to give them updates about the status of the recommendations. *Tool 6.1: Policy revision recommendations status report* is a tool that could be used to support periodic updating of task force members. These updates can be in the form of brief digital communications, through online networks, or through other appropriate channels of communication.

If any recommendation is not advanced for action, the appropriate governing body might inform task force members about the rationale to table the recommendation. While not required, this action conveys appreciation for the work of a task force and helps task force members communicate more effectively with their constituents.

Ongoing Reviews

In addition to maintaining current knowledge about the status of recommendations from the comprehensive policy review, the task force might be asked to meet annually to review all policy changes for their potential impact on existing professional learning policies. For example, a change made in a policy about the school day designed to increase instructional time might inadvertently have an impact on the available time for collaborative, job-embedded professional learning. In addition, if the Policy Review Task Force is invited to review proposed policy changes for intended and unintended impact on existing professional learning policies before new policies are advanced for action, it might be able to avert potential challenges before they occur. *Tool 6.2: Policy revision recommendations and expected results* would support such an analysis. Ongoing reviews maintain a strong, coherent, and comprehensive policy system that ensures effectiveness and results in all professional learning.

Review and Monitoring Phase Tools

Tool	Tool Title	Description
6.1	**Policy revision recommendations status report**	This tool provides a framework for periodically updating task force members and their constituents on the status of policy recommendations.
6.2	**Policy revision recommendations and expected results**	This tool helps task force members identify expected results from the policy revision recommendations, to identify an anticipated date for realizing the results, and to identify expected and actual evidence of the results achieved.

Appendices

Initiation Phase Tools

TOOL 1.1 Back to Initiation Phase Tools Chart

Standards for professional learning

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership

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.

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data

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.

Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation

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.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Source: Learning Forward. (2011). *Standards for professional learning*. Oxford, OH: Author. For more information about the standards including full explanations of each standard and a list of the supporting research, go to <www.learningforward.org/standards>.

TOOL 1.2 Back to Initiation Phase Tools Chart

Recommendations for membership of the Professional Learning Policy Review Task Force

Below are lists of possible representatives from state and local stakeholder groups to consider for inclusion on a task force. Initiators and leaders may use this tool for convening either a state-level or a district-level Policy Review Task Force.

State Policy Review Task Force

- Department of Education (DOE) executive staff;

- DOE legislative liaison;

- DOE state board of education liaison;

- State school board member;

- State legislator;

- Local school board member(s);

- Representatives from:

  - DOE departments governed by professional learning policies;

  - Local school systems (e.g. superintendent from districts that differ in location, student demographics, and size; central office from different roles, principals from schools at all levels, size, and locations, teachers from multiple disciplines and levels, teacher leaders with diverse responsibilities, resource staff with diverse responsibilities;

  - State teacher and principal/supervisor associations;

  - Support staff with diverse responsibilities from within DOE and regional and local education agencies;

  - Regional education agencies;

  - Professional associations within the state;

  - Community or statewide organizations or advocacy groups with an interest in education;

  - Institutions of higher education;

  - Business and industry leaders;

  - Parent advocacy groups;

  - State and local foundations;

  - Third-party providers within the state.

TOOL 1.2, cont.

Local school system Policy Review Task Force

- Representatives from:
    - District administrative team;
    - Local school board;
    - School system central office staff who lead, facilitate, provide, oversee, monitor, or support professional learning policy;
    - Local teacher and principal/supervisor associations;
    - Teachers at multiple levels and disciplines;
    - Principals from schools with diverse locations, size, and student demographics;
    - Resource staff with diverse responsibilities;
    - Support or classified staff with diverse responsibilities;
    - Age-appropriate students;
    - Institutions of higher education in partnership with the school system;
    - Parent advocacy groups;
    - Local education foundation;
    - Community foundations;
    - Community organizations or advocacy groups with interest in education;
    - Business and industry in local community;
    - Regional education agency.

TOOL 1.3 Back to Initiation Phase Tools Chart

Sample charge statement to Professional Learning Policy Review Task Force

Charge

To review, analyze, and recommend revisions to current professional learning policies to improve their effectiveness in improving educator practice and increasing student results.

Goals

Ensure a comprehensive and coherent system of professional learning to support educator effectiveness and student results by:

- discovering existing professional learning policies including legislation; state and local rules and regulation; administrative guidance; and collective bargaining language;

- analyzing the policies against established criteria;

- recommending revisions in the policies to strengthen practice;

- generating commitment and collective responsibility for effective professional learning across the system; and

- increasing access to and quality of professional learning focused on individual, team, school, district, and state high-priority needs for educator and student learning and program implementation.

Parameters and Expectations

1. The Professional Learning Policy Review Task Force (Policy Review Task Force) meets at the discretion of the Commissioner of Education.

2. All members hold the best interests of all students within the state in the forefront of their work.

3. The Policy Review Task Force makes recommendations to the State Core Team that determines the next actions related to the recommendations.

4. The task force makes recommendations based on best available data and current research in professional learning.

5. All recommendations align with high expectations for all students.

6. All members represent their constituents and have responsibility for seeking and using input from their constituents in their work.

Initiation Phase Tools

TOOL 1.3, cont.

7. All members commit to attending and participating fully in all meetings of the task force; preparing for the meetings including completing background reading, gathering input, or other assignments ; and to sharing their efforts on behalf of the task force with fellow members.

8. Policy Review Task Force members commit to being open to new ideas and innovation and new ways of thinking about professional development in their deliberations.

9. All members commit to being positive, informed advocates of transformation in professional learning.

Level of Decision Making

The Professional Learning Policy Review Task Force is an advisory group to the State Core Team that determines any next actions related to the recommendations resulting from the task force's review. Recommendations for membership of the Professional Learning Policy Review Task Force.

Overall Timeline

The Professional Learning Policy Review Task Force will provide a written report to the State Core Team within six months of its first meeting. It is expected that within the six months of service on the task force, the team will meet for approximately 20 hours.

Membership

Members of the Professional Learning Policy Review Task Force are representatives of key stakeholder groups with a direct interest in educator professional learning to improve student achievement.

Meetings

Scheduled meetings will be held on the following dates. Additional meetings may be scheduled. Most meetings will be three hours in length.

Meetings will be held at Department of Education building beginning at 8:30 AM and ending at 3:00 PM monthly from October 3 until March 10.

TOOL 1.4 Back to Initiation Phase Tools Chart

Background readings

The following processes are ways in which a facilitator might engage Professional Learning Policy Review Task Force (Policy Review Task Force) members in developing background knowledge from the proposed background reading list:

1. Ask each Policy Review Task Force member to read one or several of the reports and be prepared to share the big ideas from the report with the entire task force. Use Tool 1.5 for this option.

2. Select only a few reports that the entire task force will read and discuss together. Use Tool 1.6 for this option.

3. Ask Policy Review Task Force members to read only one text for each meeting and use the text to structure a warm-up activity for each meeting. Use Tool 1.7 for this option.

List of Background Readings

American Federation of Teachers, Council of Chief State School Officers, National Education Association, & National Staff Development Council (2010). *Advancing high-quality professional learning through collective bargaining and state policy.* Oxford, OH: National Staff Development Council. Available at www.learningforward.org/docs/pdf/advancinghighqualityprofessionallearning.pdf

> Through collective bargaining agreements and state policies, local school districts and states establish the conditions, resources, and processes for professional learning that strengthen teaching and student learning. Learning Forward, the American Federation of Teachers (AFT), the Council of Chief State School Officers (CCSSO), and the National Education Association (NEA) formed a national partnership to share collective bargaining agreements and state policies that support high-quality professional learning for every teacher.

Croft, A., Coggshall, J.G., Powers, E., & Killion, J. (2010). *Job-embedded professional development: What it is, who is responsible, and how to get it done well.* Washington, D.C.: National Comprehensive Center for Teacher Quality. Retrieved from www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf

> This brief defines "job-embedded professional development" and the conditions that are necessary for it to exist. It also provides strategies for leaders at each level of the education system to support job-embedded professional development for teachers.

TOOL 1.4, cont.

Crow, T. (Ed.). (2012, August). Introducing a new approach to standards that can transform teaching and learning in schools. *JSD, 32*(4). Available at www.learningforward.org/publications/jsd/jsd-blog/jsd/2012/06/30/august-2011-vol.-32-no.-4#.UK_Yy6U5F_c

This issue of *JSD* introduces the newly revised Standards for Professional Learning. With articles from leading experts and practitioners in the field of professional learning, the entire issue provides an opportunity for readers to develop a deeper understanding about each of the standards, the research that supports them, and how the standards look in practice. The entire issue is available online and is accompanied by a professional learning guide to facilitate small and large group learning using the articles within the issue.

Darling-Hammond, L., Wei, R.C., Adamson, F., & Stanford Center for Opportunity Policy in Education (2010). *Professional learning in the United States: Trends and challenges, Part II of the three-phase study. Executive summary.* Dallas: National Staff Development Council. Available at www.learningforward.org/docs/pdf/nsdcstudy2010.pdf

The report from Phase II of this multiyear research initiative examines the status of professional learning in the United States. The findings indicate that the nation is making some progress in providing increased support and mentoring for new teachers. However, the study also reveals that teachers' opportunities for the kind of ongoing, intensive professional learning that research shows has a substantial impact on student learning are decreasing. Researchers examined 2008 data from the federal government's Schools and Staffing Survey (SASS) and other sources. The report also includes assessments of each state on the quality of their professional development across 11 indicators that comprise a newly developed Professional Development Access Index.

Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., Orphanos, S., & The School Redesign Network at Stanford University (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Dallas: National Staff Development Council. Available at www.learningforward.org/docs/pdf/nsdcstudy2009.pdf

This report examines what research has revealed about professional learning that improves teachers' practice and student learning. The report describes the availability of such opportunities in the United States and high-achieving nations around the world, which have been making substantial and sustained investments in professional learning for teachers over the last two decades.

TOOL 1.4, cont.

Hirsh, S. (2011). *Building professional development to support new student assessment systems.* Washington, D.C.: Arabella Advisors. Available at http://learningforward.org/docs/pdf/stephanie_hirsh-building_professional_development.pdf

Authored by Stephanie Hirsh, this white paper for Arabella Philanthropic Advisors is one of several on school reform topics by noted authors. New assessment systems will provide teachers with significant new opportunities to guide all students toward college and career readiness. To benefit from such assessments, states will need to be more thoughtful than they have been in the past about conceiving, organizing, managing, implementing, and evaluating effective professional development. The paper offers eight recommendations to help rebuild professional development infrastructure to support these systems.

Hirsh, S. & Killion, J. (2007). *The learning educator: A new era of professional learning.* Oxford, OH: National Staff Development Council. Available at www.learningforward.org/bookstore/school-and-system-improvement/2012/06/09/the-learning-educator-a-new-era-for-professional-learning

This book outlines eight principles to guide professional learning during the next era. If professional development decision makers adopt these principles, the authors believe they will contribute to ensuring that professional learning will improve leading, teaching, and learning. This book helps readers understand what qualifies as effective professional learning, enables them to believe that this kind of professional learning is possible to achieve, and provides a blueprint that enables thought leaders, researchers, and practitioners to join together in this crucial work.

Jaquith, A., Mindlich, D., Wei, R.C., Darling-Hammond, L., & Stanford Center for Opportunity Policy in Education (2010). *Teacher professional learning in the United States: Case studies of state policies and strategies.* Dallas: Learning Forward. Available at www.learningforward.org/docs/pdf/2010phase3report.pdf

Policy shapes practices, and the increasingly important realm of professional development is no exception. To identify effective professional development policies and strategies, the Stanford University research team examined the policy frameworks supporting high levels of professional development activity in four states in Phase III of the multiyear research study. The states—Colorado, Missouri, New Jersey, and Vermont—were identified as "professionally active" based on evidence of high levels of teacher participation in professional development in the 2008 Schools and Staffing Survey (SASS), administered by the National Center for Education Statistics, and the teacher surveys associated with the 2009 National Assessment of Educational Progress (NAEP); a reputation in the literature for enacting reforms that are consistent with the research based on "effective" professional development; and improvements in student achievement as measured in the 2009 NAEP.

TOOL 1.4, cont.

Killion, J. (2012). *Meet the promise of content standards: Professional learning required.* Oxford, OH: Learning Forward. Available at www.learningforward.org/docs/pdf/read-the-brief-(pdf).pdf

The brief outlines a vision for educators supported through high-quality professional learning and calls attention to the urgent need for states, systems and schools to change the way professional learning is delivered. It also describes the elements of a effective professional learning system and provides recommendations for action for educators at the federal, state, system, school, and individual levels. *Meet the Promise of Content Standards: Professional Learning Required* was published as part of Learning Forward's ongoing initiative to develop a comprehensive system of professional learning that spans the distance from the statehouse to the classroom.

Killion, J. & Hirsh, S. (2012). *Meet the promise of content standards: Investing in professional learning.* Oxford, OH: Learning Forward. Available at www.learningforward.org/docs/pdf/meetpromiseinvesting.pdf?sfvrsn=2

This brief details the critical attributes of professional learning necessary to achieve the vision of Common Core standards, and addresses the need for long-term commitment and resource investments from the nation and each state to achieve that vision. The brief calls attention to the urgent need for schools, districts, states, regional and national education agencies, and education vendors to change the allocation and application of professional learning resources.

Mizell, H. (2010). *Why professional development matters.* Oxford, OH: Learning Forward. Available at www.learningforward.org/docs/pdf/why_pd_matters_web.pdf

Written for parents, community members, and policy makers by Learning Forward's senior distinguished fellow, this booklet explains in fundamental terms what professional development is and why it is an important school improvement strategy. This series of Q-and-As is useful for helping audiences outside of education to understand this critical topic.

TOOL 1.4, cont.

Timperley, H. & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education, 32*(1), 328-369. Available at http://rre.sagepub.com/content/32/1/328.full.pdf+html

This paper explores what teachers need to know and be able to do to promote learning for diverse students and examines how to develop that expertise so that more students succeed. The paper provides a synthesis of international, empirical studies on the development of kinds of teacher knowledge that have a positive impact on student outcomes. The authors describe the New Zealand Iterative Best Evidence Programme, a national knowledge-building and knowledge-use strategy. The paper offers both research and policy implications that can be drawn from the proposed framework.

TOOL 1.5 Back to Initiation Phase Tools Chart

Big Ideas note-taking guide

As you read, identify what you consider to be the **top 10 BIG IDEAS**. Note the page numbers where the ideas are discussed in the document. Jot a few notes about why you consider each a big idea. Be ready to share at least two to three big ideas with fellow Policy Review Task Force members. You might also be asked to share copies of your **BIG IDEAS** note-taking guide.

Title: _____

Author(s): _____

	BIG IDEAS	Page number	Reason for selecting this idea
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

TOOL 1.6 Back to Initiation Phase Tools Chart

The Final Word protocol

A text response protocol adapted from www.nsrfharmony.org/protocol/doc/final_word.pdf

Purpose	To engage team members in discussing a shared reading to deepen their understanding of the text; to gain insight into each other's perspective; and to clarify assumptions of the authors and readers.
Non-purpose	To reach agreement on the meaning of the text; to determine next step actions resulting from reading the text; to determine which perspective is accurate.
Time	Approximately 30-40 minutes, depending on the size of the team; recommended size is five; the protocol takes 8 minutes per person plus an additional 10 minutes.
Recommended roles	Participants, timekeeper, and facilitator; may include a recorder.
Advanced directions	Each member reads the assigned text and notes the most significant ideas within the text. A significant idea may be one the reader finds particularly important, one with which he or she disagrees, one that might be challenging to grasp, etc. Members come prepared to the meeting, ready with several significant ideas notes and an explanation of why those ideas are significant.

The National School Reform Faculty makes the following recommendation regarding the use of protocols: "Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org."

TOOL 1.6, cont.

Final Word protocol

1. Sit so that each member is easily able to see and interact with one another.

2. Identify the roles, minimally a facilitator, timekeeper, and participants. The timekeeper and facilitator will take turns as presenter in the protocol while another member substitutes in each of their roles.

3. Facilitator reviews the process and invites the first member to present his or her significant idea, perhaps by reading a short quote or summarizing the idea. Encourage the presenter to point to the section of the text where the idea is presented. For the next two minutes, the presenter shares the reasons this idea is significant to him or her. Other members listen thoughtfully to the presenter without interruption.

4. Next, in turn, each member responds to what the presenter said for no more than a minute. Members are encouraged to use their response to expand on the presenter's thinking about the quote and the issues raised for by the idea; to share a different perspective about the idea; to pose a question that the idea raises for him or her; to reflect on the presenter's assumptions about the idea; or to share his or her own assumptions about the idea. During this time, the presenter listens thoughtfully without responding.

5. After each member responds to the presenter, the presenter has one minute or less to share a *final word* about the idea, what he or she heard, a response to what he or she heard, what he or she is now thinking about the idea, etc.

6. After the presenter finishes his or her final word, the facilitator invites another team member to present his or her big idea, repeating the process for each member until each one has shared.

7. After each member shares his or her significant idea and has heard responses, the facilitator allows another 3-5 minutes for debriefing the protocol. During the debrief, all members share their thoughts about the protocol and how it contributed to their understanding and interpretation of the text.

TOOL 1.7 Back to Initiation Phase Tools Chart

Text-based warm-up activities

Following are two additional options for warm-up activities.

> **Option 1: "Yours and Mine Together"**
> (6 minutes)
>
> Ask each member to bring three 3x5 index cards on which the member has written three different quotes, one per card, from the assigned text. The selected quotes should be ones the members find significant in some way.
>
> At the meeting, members form triads and share their cards with the other two members, retain one, and receive cards from each other triad member. Each member will have a total of three cards with three different quotes from the text. It is possible that some members may have selected the same quotes. This will not influence the warm-up activity.
>
> Triad members take three minutes to read the three quotes independently and to formulate a new idea that combines all three ideas into a one- or two-sentence statement about the text.
>
> After three minutes, triad members share their new statement with their colleagues.

TOOL 1.7, cont.

Option 2: "Say Something Protocol"

(A text response protocol adapted from www.nsrfharmony.org/protocol/doc/final_word.pdf)

Select a brief shared reading for task force members to read together at the beginning of the meeting. Blogs, brief articles, short passages from longer texts, etc., are excellent for this activity. The protocol may be used with longer texts as well, however as a warm-up activity at the beginning of meetings, it is best to use a brief passage of approximately 500-750 words.

Members form dyads. At the same time, each partner reads to a designated stopping point in the text. The facilitator may mark designated stopping points in the text in advance.

When members reach the stopping point, each says something. For example they may say:

    a.   Something I agree with . . .

    b.   Something that puzzles me . . .

    c.   Something I am reminded of when I read . . .

    d.   A new idea . . .

    e.   Something I disagree with . . .

    f.   Something I want the author to explain more . . .

    g.   Something I want to talk with others about more . . .

Partners next continue reading to the next designated stopping point and repeat the process of saying something. They do this until they have completed reading the text.

At the end of the "Say Something Protocol," each partner shares one idea about how the shared reading process contributed to his or her understanding of the text's meaning.

TOOL 1.8 Back to Initiation Phase Tools Chart

Sample launch meeting agenda

Meeting date	▶
Meeting time	▶
Meeting location	▶
Meeting outcomes	• Establish the roles, responsibilities, and processes for Professional Learning Policy Review Task Force (Policy Review Task Force) members; • Establish the working agreements of the Policy Review Task Force; • Map the responsibilities and processes of the Policy Review Task Force; • Develop a deep understanding of the research on effective professional learning and Standards for Professional Learning.

Time	Topic
9:00	Welcome; introduce members; and review outcomes of meeting
9:15	Review the charge to the Professional Learning Task Force and the expectations
9:25	Develop task force norms and roles
9:45	Findings from current research on professional learning (see Research summary worksheet)
10:30	Break
10:45	Overview of Standards for Professional Learning
11:30	Overview of policy review process
11:50	Next steps and wrap up
12:00	Adjourn

Subsequent meetings might focus on the topics below.

Meeting 2: Develop an understanding of current practices and review data about current professional learning

Meeting 3: Plan and initiate the policy discovery process

Meeting 4: Assess progress of policy discovery and prepare for analysis; select analysis tools; review research on effective professional learning

Meeting 5-7: Conduct policy analysis

Meeting 8-9: Formulate and vet recommendations

Meeting 10: Review feedback on recommendations; revise recommendations; plan development and dissemination of task force report

TOOL 1.9 Back to Initiation Phase Tools Chart

Current practices in professional learning

Use the open-ended questions in this tool to gather information on stakeholders' perspectives on current professional learning practice. Some questions may not be appropriate for certain stakeholder groups since some stakeholders will have more experience with professional learning than others.

The primary purpose of this process is to *understand* current practice, *not* to determine what it *should* be. Focus respondents on what exists and remind them that the overall purpose of this policy review is to strengthen the quality and effects of professional learning. If it is difficult to get answers to all questions, use the goals of the policy review and the nature of the audience as factors to determine which questions take priority.

Purpose	To gather information on the current practices of professional learning.
Non-purpose	To identify the strength and weaknesses of the current practice; to identify problems with the current practice; or to suggest strategies to address the problems with current practice. These purposes will occur later in the analysis phase.
Time	30-45 minutes
Questions/Probes	Use the questions in the table on page 44 to elicit information about current practice. Seek clarification if any response is unclear by simply asking the respondent(s) to provide an example or more information. The following additional probes might be useful: • To how many other educators does this apply? • Which specific educators, e.g. teachers, principals, instructional support staff, etc.? • What is the estimated range of implementation through practice? High? Low? Average? • Give a specific example from your own experience. • What is one example of effective professional learning? • What is one example of ineffective professional learning? • What else is important to know about current practice in professional learning that I haven't asked?

TOOL 1.9, cont.

Policy Areas	Questions to Elicit Current State
1. Vision, mission, and beliefs for professional learning: Describes the vision, mission, and beliefs for effective professional learning and its relationship to educator effectiveness and student achievement.	• What are the vision, mission, and beliefs for professional learning in the state or district? • What are the current goals for professional learning and its purpose(s)?
2. Definition of professional learning: Defines professional learning and positions it as a comprehensive system of improvement, occurring continuously, and engaging educators in collaborative learning primarily at their worksite with additional opportunities outside their worksite.	• How do you define professional learning? • Who participates in professional learning?
3. Standards for professional learning: Delineates research-based standards for professional learning that are used to monitor and measure effectiveness, efficiency, and equity in the professional learning.	• What ensures that professional learning meets standards for high quality?
4. Purposes for professional learning: Specifies three distinct purposes for professional learning including individual growth and development, team and school improvement, and program implementation, all linked to increasing student achievement.	• What are the purposes of professional learning? • How do those purposes influence how professional learning occurs?
5. Governance for professional learning: Delineates lines of authority for professional learning and defines processes for decision making.	• What rules, policies, or expectations govern professional learning? • Who has final authority for professional learning? • Who has primary responsibility for the professional learning program?
6. Roles and responsibilities for professional learning: Delineates the roles and responsibilities of key stakeholders and other contributors to effective professional learning.	• Who is typically involved in decisions about professional learning? What kinds of decisions do they make? • How is professional learning planned, implemented, coordinated, and evaluated?
7. Requirement for professional learning: Delineates the expectations and/or requirements for professional learning.	• How much professional learning is available and 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, principals, new teachers, central office ? What reasons exist for this variation?

TOOL 1.9, cont.

Policy Areas (cont.)	Questions to Elicit Current State (cont.)
8. Alignment with other systems: Links professional learning with educator, both teacher and administrator, effectiveness or evaluation systems, major reform initiatives, and other learning-focused and operational systems.	• How does professional learning contribute to or interact with other systems such as hiring and retaining educators, curriculum, assessment, and instruction, performance evaluation, student and 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 student, educator, and system data to inform decisions about needs, content, designs, and effects.	• What data are typically used to inform decisions about the content, form, and length of professional learning? • What is the most common content of professional learning? • Who determines the content?
10. Leadership for professional learning: Requires leaders and facilitators of professional learning to be well prepared for their leadership roles.	• To what degree are leaders and facilitators of professional learning prepared for their leadership roles?
11. Plans for professional learning: Requires individual, team, school, district, and state professional learning plans that align with individual, team, school, system, and state improvement goals, components of the plans, and process for developing and approving plans.	• Are there plans for professional learning at the state, school system, school, team, and individual levels? • How are these plans developed? • Are they required? Reviewed? Approved? How?
12. Licensure/Certification: Specifies the role of professional learning for initial, additional, and advanced licenses or certificates that prepare educators for their new roles and develops the disposition of continuous learning and development.	• What special programs or certifications earn educators award, additional compensation, or other incentives?
13. Dedicated time for professional learning: Allocates time for professional learning within the workday several times per week and sets aside additional days, approximately 10 per school year, for learning associated with school, system, and state improvement goals.	• Is dedicated time set aside for professional learning within the workday? Outside the workday? • Has time for professional learning increased, decreased, or stayed the same in the last five years? • How is the time allocated? • Who determines when it occurs and how it is used?

TOOL 1.9, cont.

Policy Areas (cont.)	Questions to Elicit Current State (cont.)
14. Dedicated funding for professional learning: Requires set aside and/or adequate funding to ensure application of learning to achieve full implementation.	• Has funding for professional learning increased, decreased, or stayed the same in the last five years? • Is there a designated amount or percentage of funding specifically set aside for professional learning? • Who determines how much funding and how the funds are used?
15. Other resources: Requires other resources such as staff, technology, and materials to increase access to, efficiency of, and effectiveness of professional learning.	• What other resources (staff, technology, and materials) support professional learning? • How are those resources acquired and allocated? • Where do most of these resources reside?
16. Flexible designs: Supports flexible designs for professional learning to differentiate learning for experience, background, learning preference, and other factors that influence learning.	• What types of professional learning do educators experience?
17. Job-embedded collaboration: Promotes job-embedded collaboration among peers within professional learning and during application and refinement of practice.	• How much time is devoted to collaborative learning? • How does collaboration occur among peers to support professional learning? • What preparation and support do educators have for effective collaborative learning? • Who supervises job-embedded collaboration? • What support effectiveness of collaborative learning time?
18. Mentoring and induction: Provides multi-year mentoring with induction to support novice educators, those assuming new positions, or those with new certifications or licenses as they transition to their new work responsibilities, receive personalized support for success and acculturation, and solidifies the disposition of continuous improvement.	• How are novice educators supported to become highly effective? • How are educators in new roles supported? • How long does mentoring support last? • What is included in the induction program for staff members? • How does mentoring and induction align with both systemwide goals and individual educator needs?

TOOL 1.9, cont.

Policy Areas (cont.)	Questions to Elicit Current State (cont.)
19. Incentives and recognition for professional learning: Uses application and impact of professional learning as criteria for incentives or recognition for professional learning.	• 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?
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?

Discovery Phase Tools

TOOL 2.1 Back to Discovery Phase Tools Chart

Professional learning policy discovery worksheet

Use this worksheet to conduct the discovery process as follows:

1. Identify existing policies in each policy area.
2. Record the name of the policy.
3. In the next column, record its identification code or statute number.
4. Note the reference location, the focus site and educators, and summary notes for each policy.
5. Identify the level (state, districts, or school) and focus audience (teacher, administrators, or other) for the policy.
6. Note the changes of benefits the policy intends to achieve.
7. Adapt this form to meet the specific purpose and goals of the policy review and to record more information as needed.

Open MS Word version of Table 2.1.

Policy Areas	Current Policy(ies)	Code/Identifier (statute number, regulation number, etc.)	Reference (website, document, page, etc.)	Focus site and educators (S=state; D=district; Sc=school; T=teachers; A=administrators; O=other members of education workforce)						Impact What changes in practice do we hope to realize from this policy? What are the benefits we expect to gain?	Notes
				S	D	Sc	T	A	O		
1. Vision, mission, and beliefs for professional learning: Describes the vision, mission, and beliefs for effective professional learning and its relationship to educator effectiveness and student achievement.											
2. Definition of professional learning: Defines professional learning. Positions it as a comprehensive system of improvement, occurring continuously and engaging educators in collaborative learning primarily at their worksites with additional opportunities outside their worksites.											

TOOL 2.1, cont.

Policy Areas	Current Policy(ies)	Code/ Identifier (statute number, regulation number, etc.)	Reference (website, document, page, etc.)	Focus site and educators (S=state; D=district; Sc=school; T=teachers; A=administrators; O=other members of education workforce)						Impact What changes in practice do we hope to realize from this policy? What are the benefits we expect to gain?	Notes
				S	D	Sc	T	A	O		
3. Standards for professional learning: Delineates research-based standards for professional learning that are used to monitor and measure effectiveness, efficiency, and equity in the professional learning system.											
4. Purposes for professional learning: Specifies three distinct purposes for professional learning: (a) individual growth and development, (b) team and school improvement, and (c) program implementation, all linked to increasing student achievement											
5. Governance for professional learning: Delineates lines of authority for professional learning and defines processes for decision making.											
6. Roles and responsibilities for professional learning: Delineates roles and responsibilities of key stakeholders and other contributors to effective professional learning.											
7. Requirement for professional learning: Delineates expectations and/or requirements for professional learning.											

TOOL 2.1, cont.

Policy Areas	Current Policy(ies)	Code/ Identifier (statute number, regulation number, etc.)	Reference (website, document, page, etc.)	Focus site and educators (S=state; D=district; Sc=school; T=teachers; A=administrators; O=other members of education workforce)						Impact What changes in practice do we hope to realize from this policy? What are the benefits we expect to gain?	Notes
				S	D	Sc	T	A	O		
8. Alignment with other systems: Links professional learning with educator (i.e. teacher and administrator) effectiveness or evaluation systems, major reform initiatives, and other learning-focused and operational systems.											
9. Data-informed professional learning: Uses student, educator, and system data to inform decisions about needs, content, designs, and effects.											
10. Leadership for professional learning: Requires leaders and facilitators of professional learning to be well prepared for their leadership roles.											
11. Plans for professional learning: Requires individual, team, school, district, and state professional learning plans that align with individual, team, school, system, and state improvement goals, components of the plans, and process for developing and approving plans.											
12. Licensure/ Certification: Specifies the role of professional learning for initial, additional, and advanced licenses or certificates that prepare educators for their new roles. Also develops the disposition of continuous learning and development.											

TOOL 2.1, cont.

Policy Areas	Current Policy(ies)	Code/ Identifier (statute number, regulation number, etc.)	Reference (website, document, page, etc.)	Focus site and educators (S=state; D=district; Sc=school; T=teachers; A=administrators; O=other members of education workforce)						Impact What changes in practice do we hope to realize from this policy? What are the benefits we expect to gain?	Notes
				S	D	Sc	T	A	O		
13. Dedicated time for professional learning: Allocates time for professional learning within the workday several times per week and sets aside additional days, approximately 10 per school year, for learning associated with school, system, and state improvement goals.											
14. Dedicated funding for professional learning: Requires set-aside and/or adequate funding to ensure application of professional learning to achieve full implementation.											
15. Other resources: Requires other resources such as staff, technology, and materials to increase access to, efficiency of, and effectiveness of professional learning.											
16. Flexible designs: Supports flexible designs for professional learning in order to differentiate learning for experience, background, learning preference, and other factors that influence learning.											
17. Job-embedded collaboration: Promotes job-embedded collaboration among peers within professional learning and during application and refinement of practice.											

TOOL 2.1, cont.

Policy Areas	Current Policy(ies)	Code/ Identifier (statute number, regulation number, etc.)	Reference (website, document, page, etc.)	Focus site and educators (S=state; D=district; Sc=school; T=teachers; A=administrators; O=other members of education workforce)						Impact What changes in practice do we hope to realize from this policy? What are the benefits we expect to gain?	Notes
				S	D	Sc	T	A	O		
18. Mentoring and induction: Provides multi-year mentoring with induction to support novice educators, those assuming new positions, and those with new certifications or licenses as they transition to new work responsibilities. Provides personalized support for success and acculturation and solidifies the disposition of continuous improvement.											
19. Incentives and recognition for professional learning: Uses application and impact of professional learning as criteria for incentives or recognition for professional learning.											
20. Evaluation of professional learning: Requires formative and summative evaluation of the equity, effectiveness, and efficiency of professional learning for accountability and improvement.											
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.											
22. Learning management system: Uses a technology solution that links with educator and student databases to manage and increase access to professional learning.											

TOOL 2.1, cont.

Policy Areas	Current Policy(ies)	Code/ Identifier (statute number, regulation number, etc.)	Reference (website, document, page, etc.)	Focus site and educators (S=state; D=district; Sc=school; T=teachers; A=administrators; O=other members of education workforce)						Impact What changes in practice do we hope to realize from this policy? What are the benefits we expect to gain?	Notes
				S	D	Sc	T	A	O		
Additional Policy Area											
Additional Policy Area											
Additional Policy Area											

Analysis Phase Tools

TOOL 3.1.1 Back to Analysis Phase Tools Chart

Policy attributes rubric

The following rubric supports the rating of current policies according to key policy attributes and will be used with *Tool 3.1.2: Components analysis tool* and *Tool 3.1.3: Standards-based analysis tool.*

Policy Attributes	4	3	2	1
Stability The extent to which the policy has been in place a long time	This policy has been in place for five or more years with stable leadership (state chief, elected officials, superintendents, principals, teacher leaders, etc.) with consistent support for implementation.	This policy has been in place for five or more years; however, leadership (state chief, elected officials, superintendents, principals, teacher leaders, etc.) is changing resulting in uneven support for implementation.	This policy has been in place two-four years and leadership is new since the policy was introduced resulting in less emphasis on implementation of the policy.	This policy is less than a year old.
Consistency The extent to which the policy is coherent with other policies and sends a common message to implementers	This policy aligns with other related policies and reinforces and supports other policies to create a coherent, comprehensive education system.	This policy aligns with other related policies.	Aspects of this policy align with other related policies.	This policy is inconsistent with one or more other policies.

TOOL 3.1.1, cont.

Policy Attributes	4	3	2	1
Specificity The degree to which policy is clear and promotes common understanding of the policy's intent	This policy provides or is accompanied by clear, detailed guidance or specific criteria for guidance about expected practices required for full implementation.	This policy requires that each individual district or school develop guidance for implementation without explicit criteria for full implementation.	This policy requires guidance for implementation; however, one does not yet exist.	This policy provides no or unclear guidance about expected practices associated with full implementation.
Authority The extent to which the policy is accepted by and persuasive to those who are required to implement it	This policy is supported by diverse stakeholder groups including influential institutions, organizations, and individuals and is evident in professional practice and norms.	This policy is supported by influential institutions, organizations, and individuals and is evident in professional practice and norms.	This policy is supported by influential institutions, organizations, or individuals.	This policy lacks diverse stakeholder backing and support.
Power The extent to the policy includes sanctions, consequences, and/or rewards	This policy includes consequences and rewards for compliance, implementation, and accountability.	This policy has increasingly more serious consequences over time for non-compliance.	This policy has consequences for non-compliance.	This policy has neither consequences nor rewards for compliance, implementation, and accountability.

TOOL 3.1.2 Back to Analysis Phase Tools Chart

Components analysis tool

Use the template below to assess policies for the inclusion of the policy areas. Use the data collected in the Discover Phase to complete this analysis. If desired, copy the list of discovered policies into this table. Using both considered judgment and evidence, estimate how the policy meets each of the policy attributes. Not all policies will likely meet all attributes at the same level, so be thoughtful about differentiating among them. The rubric for policy attributes will be useful in your analysis. The purpose of this analysis is less about getting the "right" score, and more about understanding how the policies influence practice, effectiveness, efficiency, equity, and results of professional learning.

Open MS Word version of Table 3.1.2.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?	Impact What are typical effects for educators and students that result from this policy?	
		4 = high; 1 = low						Educators	Students
1. Vision, mission, and beliefs for professional learning: Describes the vision, mission, and beliefs for effective professional learning and its relationship to educator effectiveness and student achievement.									
2. Definition of professional learning: Defines professional learning. Positions it as a comprehensive system of improvement occurring continuously, and engaging educators in collaborative learning primarily at their worksites with additional opportunities outside their worksites.									
3. Standards for professional learning: Delineates research-based standards for professional learning that are used to monitor and measure effectiveness, efficiency, and equity in the professional learning system.									

TOOL 3.1.2, cont.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?	Impact What are typical effects for educators and students that result from this policy?	
		4 = high; 1 = low						Educators	Students
4. Purposes for professional learning: Specifies three distinct purposes for professional learning: (a) individual growth and development, (b) team and school improvement, and (c) program implementation, all linked to increasing student achievement.									
5. Governance for professional learning: Delineates lines of authority for professional learning and defines processes for decision making.									
6. Roles and responsibilities for professional learning: Delineates roles and responsibilities of key stakeholders and other contributors to effective professional learning.									
7. Requirement for professional learning: Delineates expectations and/or requirements for professional learning.									
8. Alignment with other systems: Links professional learning with educator (i.e. teacher and administrator) effectiveness or evaluation systems, major reform initiatives, and other learning-focused and operational systems.									
9. Data-informed professional learning: Uses student, educator, and system data to inform decisions about needs, content, designs, and effects.									

TOOL 3.1.2, cont.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?	Impact What are typical effects for educators and students that result from this policy?	
		4 = high; 1 = low						Educators	Students
10. Leadership for professional learning: Requires leaders and facilitators of professional learning to be well prepared for their leadership roles.									
11. Plans for professional learning: Requires individual, team, school, district, and state professional learning plans that align with individual, team, school, system, and state improvement goals, components of the plans, and process for developing and approving plans.									
12. Licensure/Certification: Specifies the role of professional learning for initial, additional, and advanced licenses or certificates that prepare educators for new roles. Also develops the disposition of continuous learning and development.									
13. Dedicated time for professional learning: Allocates time for professional learning within the workday several times per week and sets aside additional days, approximately 10 per school year, for learning associated with school, system, and state improvement goals.									
14. Dedicated funding for professional learning: Requires set-aside and/or adequate funding to ensure application of learning to achieve full implementation.									

TOOL 3.1.2, cont.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?	Impact What are typical effects for educators and students that result from this policy?	
		4 = high; 1 = low						Educators	Students
15. Other resources: Requires other resources such as staff, technology, and materials to increase access to, efficiency of, and effectiveness of professional learning.									
16. Flexible designs: Supports flexible designs for professional learning in order to differentiate learning for experience, background, learning preference, and other factors that influence learning.									
17. Job-embedded collaboration: Promotes job-embedded collaboration among peers within professional learning and during application and refinement of practice.									
18. Mentoring and induction: Provides multi-year mentoring with induction to support novice educators, those assuming new positions, or those with new certifications or licenses as they transition to new work responsibilities. Provides personalized support for success and acculturation, and solidifies the disposition of continuous improvement.									
19. Incentives and recognition for professional learning: Uses application and impact of professional learning as criteria for incentives or recognition for professional learning.									

TOOL 3.1.2, cont.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?	Impact What are typical effects for educators and students that result from this policy?	
		4 = high; 1 = low						Educators	Students
20. Evaluation of professional learning: Requires formative and summative evaluation of the equity, effectiveness, and efficiency of professional learning for both accountability and improvement.									
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.									
22. Learning management system: Uses a technology solution that links with educator and student databases to manage and increase access to professional learning.									
Additional Policy Area									
Additional Policy Area									
Additional Policy Area									
Additional Policy Area									

TOOL 3.1.3 Back to Analysis Phase Tools Chart

Standards-based analysis tool

Reviewers might use this policy analysis tool that is based specifically on the research-based Standards for Professional Learning. It uses the same framework as *Tool 3.1.2: Components analysis,* yet it uses as criteria the seven standards of effective professional learning, which are drawn from research. Each standard has three core components.

Open MS Word version of Table 3.1.3.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?
		4 = high; 1 = low					
Learning Communities							
Continuous improvement • Use of defined cycle for improvement efforts; cycle repeats over time and includes using data, ongoing goal setting, learning, application to practice, evaluation of results, and reflection; • Ongoing individual, team, school, system, and state improvement process that includes professional learning for continuous improvement							
Collective responsibility • All responsible for student success—educators, students, policymakers, families; peer support and accountability;							
Alignment and accountability • Professional learning is aligned with individual, school, system, and state goals; • System alignment; • Individual, peer and system accountability							
Leadership							
Capacity for learning and leading • Define high expectations; • Develop and/or provide for widespread knowledge and skills to facilitate/lead professional learning							
Advocacy for professional learning • Link professional learning and student success; • Engage with stakeholders in and out of school; • Participate in professional learning internally and externally							

TOOL 3.1.3, cont.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?
			4 = high; 1 = low				
Leadership, cont.							
Create support systems and structures • Engage with policy and decision makers; • Create policies about professional learning; • Provide guidelines for effective professional learning; • Articulate expectations for professional learning							
Resources							
Prioritize human, fiscal, material, technology, and time resources • Provide resources for professional learning; • Require a reasonable amount of time for professional learning; • Provide for stability in resources for professional learning							
Monitor resources • Identify and analyze investments in professional learning; • Assess effectiveness of resources; • Focus resources on greatest area of need							
Coordinating resources • Maximize use of resources; • Engage stakeholders in decisions about resources; • Assess the investment of resources to achieve intended results							
Data							
Analyzing student, educator, and system data • Use multiple sources about student achievement, educator performance, and system performance to determine learning needs for students and educators; • Include demographic, achievement, process, and perception; • Include analysis of inputs, outputs, and outputs, and outcomes							
Assess progress toward goals • Use data in ongoing manner; • Inform continued improvement; • Sustain momentum; • Measure progress							

TOOL 3.1.3, cont.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?
		4 = high; 1 = low					
Data, cont.							
Evaluate professional learning • Measure professional learning against standards; • Conduct internal and external evaluation; • Use evaluation results to inform decisions about professional learning							
Learning Designs							
Apply learning theories, research, and models • Include theories of change and logic models; • Consider job-embedded designs; • Use face-to-face, hybrid, and online designs appropriately							
Select learning designs • Use multiple designs (formal and informal); • Align designs to intended outcomes; • Promote educator engagement in selecting and constructing learning design							
Active engagement • Engage educators to exhibit voice and choice in learning processes and products/ evidence of learning; • Support collaboration during learning; • Provide motivation to learn and change							
Implementation							
Apply change research • Integrate change research to initiate and sustain implementation; • Identify implementation challenges and make appropriate refinements to increase results; • Understand how individuals and organizations respond to change							
Sustain implementation • Ensure that formal and informal professional learning develops and expands knowledge and skills; • Provide opportunities to deepen understanding and address problems of practice; • Support ongoing individual or collaborative learning through coaching, reflection, and reviewing results							

TOOL 3.1.3, cont.

Policy Areas	Policy (Yes/No) (type/where)	Stability	Consistency	Specificity	Authority	Power	Evidence What evidence supports the ratings?
		4 = high; 1 = low					
Implementation, cont.							
Provide constructive feedback • Provide feedback from multiple sources for educators to refine practices; • Define behaviors; acknowledge progress toward expectations, and guidance toward implementation; • Facilitate two-way communication that is respectful and nonjudgmental; • Generate feedback to support continuous improvement							
Outcomes							
Meet performance standards • Use standards that delineate expectations for preparation, assessment, licensure, professional learning, practice, and evaluation							
Address learning outcomes • Focus professional learning for educators on student learning; • Use learning outcomes as the core content for educator professional learning							
Build coherence • Align professional learning to student content standards; • Sustain professional learning over time; • Provide for cumulative growth over time							

TOOL 3.2 Back to Analysis Phase Tools Chart

Data analysis protocol

Use this protocol to guide discussion about professional learning data. This discussion engages task force members in using data about existing policies to analyze those policies before recommending revisions. You will have approximately 60 minutes for this work.

Purpose	To use data to understand perspectives of educators about their experiences with policies related to professional learning (Alternative purpose statements will reflect the type of data available).
Non-purpose	To determine if the respondents' input is accurate.
Deliverables	Conclusions drawn from the data to share with task force members that will inform the task force's work.
Steps	
Step 1: **Getting organized** (5 minutes)	• Introduce yourselves to each other. • Identify the following roles: timekeeper, recorders who will take turns with charting notes, facilitator, and reporter.
Step 2: **Predictions** (5 minutes)	• Invite task force members to jot down a few predictions about what the data tell them. • Share one or two predictions you considered before reviewing the data. • Record predictions on a chart.
Step 3: **Review data** (15 minutes)	• Review the data available individually and jot down your observations (i.e. what the data tell you about professional development—the facts). • Share observations with each other. Record them on a chart.
Step 4: **Identify similarities** **and differences** (20 minutes)	• Identify, from the data, similarities and differences in the professional learning policies. • Record them in a T-chart. • Hypothesize about what is contributing to the similarities and differences. Record the hypotheses and, if time permits, suggest what data might help you prove or disprove the hypotheses.
Step 5: **Draw conclusions** (15 minutes)	• Write statements of conclusion on the chart. • Be ready to share your conclusions.

TOOL 3.3 Back to Analysis Phase Tools Chart

Policy analysis questions

The policy review process is not linear, even though the questions may suggest that it is. In many cases, moving through the questions will prompt team members to want to revisit earlier questions. This recursiveness is typical. It is helpful to have a strong facilitator to support the Policy Review Task Force in this step of the work.

Use the following protocol to analyze and interpret the information collected in *Tool 1.2: Professional learning policy discovery worksheet* and *Tool 3.4: Observations and evidence table.*

Purpose	To form conclusions about the strengths and gaps in existing professional learning policies.
Non-purpose	To identify ways to change existing policies. This purpose occurs in the next phase of the work.
Time	2-3 hours
Required roles	Facilitator, timekeeper, participants, recorder
Steps	
1. **Make predictions**	Ask each team member to generate two to three predictions about what the analysis will tell them. This allows the team to record prominent ideas that might impede the analysis later. By recording and setting them aside, team members know their ideas will be available later in the process. Have members share one prediction with the whole group. Collect predictions to use later.
2. **Form observations**	Team members make a list of statements that describe what the tables tell them. These observations should be verifiable by looking back over the data tables and pointing to at least one, and preferably more than one, place where the data make the observations evident. Use *Tool 3.3: Observation and evidence table,* to record observations. To expedite this process, divide into small teams to examine several parts of the entire data set. Small groups share their observation tables with the entire team.

TOOL 3.3, cont.

3. Analyze the data	To guide analysis, the team considers questions such as the following: • What is the overall theory of change that seems to be driving professional learning policies? • What are the intended results of the existing professional learning policies? • Which policies seem to be most influential in supporting effective professional learning? What makes them influential? • Which policies seem least influential in supporting effective professional learning? What contributes to the lack of influence? • In what policy areas are there no current policies? How do these gaps influence the overall effectiveness of professional learning? • Are there policies that might not be needed given the desire to create a comprehensive system of professional learning? • Which policies seem to contradict other existing policies? • Which policies align professional learning with educator effectiveness, curriculum, and instruction, mentoring and induction, and other related components of the overall education system? • How coherent are the professional learning policies? • How well known are the current policies about professional learning? What contributes to this? • How evenly implemented are current policies? What contributes to this? • Taken as a whole, how do the policies on professional learning meet the policy attributes? • How well do the existing policies align with current practice or vice versa? • To what degree do the professional learning policies serve as an accelerator or inhibitor to student success and educator effectiveness?
4. Draw conclusions	After the team has taken sufficient time to discuss the questions, exchange ideas, and share perspectives, they move on to forming conclusions. Using the list of observations, ask members to draw overall conclusions about the entire set of policies. A conclusion uses several observations together. It couples them with the meaning we make from the combined observations — usually drawn from our individual or collective experiences — and allows us to make meaning of the evidence. In this process the team will use information about current practice and the data collected about the policies to make meaning. They record and prioritize conclusions using *Tool 3.4: Conclusions summary table.*

TOOL 3.3, cont.

Draw conclusions, cont.	As the team forms conclusions and shares them, some helpful questions to use are listed below: • What drew me to these data? • Does this conclusion say more about me than the data? • Am I making assumptions that are not evident in the data? What are they and what makes them important to include in my thinking? • Do the data strongly support this conclusion or is support weak? • Do others accept this conclusion? • What alternative conclusions are possible? • What makes this conclusion more probable? • Do we accept this as a sound conclusion?
5. Record and prioritize conclusions	Working either in a large or small group, team members should formulate conclusions and record them for large-group discussion. Team members study the conclusions, ask each other questions to clarify their understanding, and make revisions necessary for clarity and precision. Next, team members identify strong conclusions that are supported by at least several data points or multiple types of data and weaker ones that are supported by less evidence or by only one type of evidence. After the conclusions are written, the team prioritizes them using the criteria below: 1 = Those that require immediate attention in policy revision because they are crucial to a comprehensive professional learning system that increases educator effectiveness and student achievement. 2 = Those that require attention but the type of action depends on addressing Priority 1 conclusions. 3 = Those that are less significant to a comprehensive professional learning system and can be addressed at a later date. 4 = Those that are not important to address at this time.

TOOL 3.4 Back to Analysis Phase Tools Chart

Observations and evidence table

Record observations and evidence in the table below.

| Observations
What do the data say? | Evidence
Where do the data specify this observation? |
|---|---|
| | |
| | |
| | |
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| | |
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| | |

TOOL 3.5 Back to Analysis Phase Tools Chart

Conclusions summary table

Use this tool to summarize conclusions drawn from the policy analysis.

Conclusions	Evidence	Strength 1=strong; 0=weak	Priority 4=act now; 3=do second; 2=less important; 1=not necessary

Recommendations Phase Tools

TOOL 4.1 Back to Recommendations Phase Tools Chart

State and national sources of professional learning policies

Many state and local professional learning policies are not as up-to-date as possible. It will be helpful to study sample policies recommended and archived by various organizations before recommending policy revisions based on the policy review. States and districts continually update their policies. Examining policies in states that have revised policies on professional learning within the last year is another way to prepare for recommending revisions. Use *Tool 3.1.2: Components analysis* for the list of recommended components for professional learning policies.

When reviewing recommended policies, updated policies, or policy components, it is advised to consider interactions among the policy landscape, education system governing structure, and the relationships among various governing bodies. For example, some states or districts have a more centralized governance structure while others have a more localized structure. What is a recommended policy for one locale may not be appropriate in every circumstance. Local and state policy task forces, with broad representation, will know what is best for their individual districts or states.

Websites for State Laws and Policies

Organization	Web address	Description
Cornell University Law School	www.law.cornell.edu/statutes.html	The Legal Information Institute of the Cornell University Law School maintains a central listing of state constitutions, statutes, and legislative information. The information can be searched by topic or state.
Council of Chief State School Officers State Consortium on Educator Effectiveness (SCEE)	www.westwinded.com/ SCEEdatabase/	This database includes information on teacher evaluation policy, including state legislation, state board of education action, and related information for all 50 states and the District of Columbia. Each record includes date for the last update at the bottom.
Education Commission of the States (ECS)	www.ecs.org/html/issue. asp?issueid=129&subissueID=64	The teacher professional development database covers policy characteristics such as (a) teacher professional development requirements, (b) state efforts to improve professional development (i.e. alignment with state standards), (c) professional development requirements for low-performing schools, (d) state support for professional development services and programs, (e) state financial support for teacher professional development, (f) professional development policies or paraprofessionals and substitute teachers, and (g) alignment with federal No Child Left Behind requirements.

TOOL 4.1, cont.

Websites for State Laws and Policies, cont.

Organization	Web address	Description
National Association for the Education of Young Children (NAEYC)	www.naeyc.org/policy/ecwsi/database	The database of state policies is organized by six essential policy areas that connect professional development activities and that support effective implementation of a state system of professional development of the early childhood workforce: Professional standards, Career pathways, Articulation, Advisory structure, Data and Financing. The database also indicates whether state policies apply or address NAEYC over-arching policy principles: (a) integration; (b) quality assurance; (c) diversity, inclusion, and access; and (d) compensation parity.
National Association of State Directors of Teacher Education and Certification (NASDTEC)	www.nasdtec.org/	The NASDTEC Clearinghouse is a searchable database administered by the education departments of NASDTEC members. Access to the Clearinghouse is restricted to jurisdictional agencies responsible for educator certification and discipline.
National Comprehensive Center for Teacher Quality (NCCTQ)	http://resource.tqsource.org/stateevaldb/	This site, one of five federally funded national comprehensive centers, maintains several databases related to issues of teacher quality, including the State Database of Teacher Evaluation Policy.
National Council on Teacher Quality (NCTQ)	www.nctq.org/tr3/home.jsp	The "Teacher Rules, Roles, and Rights" (TR3) database contains content of collective bargaining agreements, school board policies and state laws from more than 100 districts in all 50 states. Users can compare over 300 unique policies on topics including: Calendar; Evaluation; Hiring, transfer and assignment; Layoffs; Leave; Professional development; Teacher compensation; Tenure.
National Conference of State Legislatures (NCSL)	www.ncsl.org/legislative-staff/lesn/education-bill-tracking-database.aspx	The NCSL maintains a 50-state legislative tracking web resources page. The Education Bill Tracking Database includes enacted legislation from 2008 to present. Users can search legislation by state, topic, status, primary sponsor, bill number, or keyword.

Websites for Content-Focused Professional Development Laws and Policies

Organization	Web address	Description
Arts Education Partnership	www.aep-arts.org/research-policy/state-policy-database/	The Arts Education State Policy Database is a searchable database tracking state policies that support learning and teaching in the arts.
National Board for Professional Teaching Standards	www.nbpts.org/policy_center	Resources in the Education Policy and Practice Information Center include position statements, reports, and a bill-tracking tool.
National Association of State Boards of Education (NASBE)	http://nasbe.org/healthy_schools/hs/	The State School Health Policy Database contains brief descriptions of laws, legal codes, rules, regulations, administrative orders, mandates, standards, resolutions, and other written means of exercising authority from 50 states on more than 40 school health topics.

Recommendations Phase Tools

TOOL 4.2 Back to Recommendations Phase Tools Chart

Recommended levels of policy authority

Use this table to record the existing policies and their recommendations for the level of policy authority for each of the policy areas. It is important to note that existing legislation may determine the appropriate level of authority. Also, policy areas are so closely interrelated that it might be difficult to assign levels of authority until all the revisions are completed. As a result, this tool could provide guidance for developing recommendations. Reviewers should keep in mind that in either a state or district policy review, it is important to note how any one policy area is addressed at all levels of the system.

Policy areas	State law		State board regulation		State guidance		District board regulation		District guidance	
E=existing; R=recommended	**E**	**R**	**E**	**R**	**E**	**R**	**E**	**R**	**E**	**R**
Vision, mission, and beliefs										
Definition of professional learning										
Standards for professional learning										
Purpose of professional learning										
Governance for professional learning										
Roles and responsibility for professional learning										
Requirement for professional learning										
Alignment with other systems										
Data-informed professional learning										
Leadership for professional learning										
Plans for professional learning										
Licensure/certification										
Dedicated time for professional learning										
Dedicated funding for professional learning										
Other resources										
Flexible designs for professional learning										
Job-embedded collaboration										
Mentoring and induction										
Incentives and recognition for professional learning										
Evaluation of professional learning										
Third-party providers										
Learning management system										
Other areas										
Other areas										

TOOL 4.3 Back to Recommendations Phase Tools Chart

Priority levels for policy recommendations

Use the description below of each level of priority for determining the priority level of each recommendation. Before assigning priority, the Professional Learning Policy Review Task Force is urged to establish clear criteria for assigning priority.

Priority level	Criteria
1 = highest priority	• Is essential to effective professional learning for all educators to ensure educator effectiveness and student results; • Is supported by research; • Enhances or eliminates barriers to research-based professional learning; • Strengthens alignment and coherence of existing policies by eliminating contradictions or inconsistencies; • Has significant potential to impact the largest number of educators and students; • Has significant potential to increase the effectiveness of the comprehensive professional learning system • Establishes and strengthens all conditions for equitable, effective, and efficient professional learning aligned with state, district, school, team, and individual goals for educator effectiveness and student achievement; and • Is widely supported by a large number of educators and policy makers.
2 = moderate priority	• Has potential to strengthen a professional learning system; • Is aligned with effective practices in professional learning; • Is likely to improve professional learning for some educators, e.g. teachers, leaders, etc.; • Strengthens some conditions for effective professional learning; and • Is supported by a slight majority of educators and policy makers.
3 = low priority	• Is desirable, yet unessential to improve access to, efficiency of, or effectiveness of professional learning; • Impacts a small number of educators; • Addresses one aspect of a comprehensive professional learning system without considering the entire system or the interaction of professional learning with other systems contributing to student and educator success; and • Is supported by a minority of educators and policy makers.

TOOL 4.4 Back to Recommendations Phase Tools Chart

Summary of recommendations for policy revisions

Use this template for summarizing recommendations and level of priority of recommendations. Priority can be determined based on feedback received and on the perceived likelihood of positive impact. The description below of each level of priority might be helpful in establishing the priority level of each recommendation. Before assigning priority, the Policy Review Task Force is urged to establish clear criteria for assignment.

Summary of existing policy	Summary of recommended revision/addition/deletion	Supporting rationale/research	Implication (budgetary, practice, impact on other policies, etc.)	Priority 1=high; 2=moderate; 3=low)

TOOL 4.5 Back to Recommendations Phase Tools Chart

Protocol for task force work group presentations of draft recommendations

Each small work group of the full Professional Learning Policy Review Task Force designates a lead spokesperson(s) who will bring or post the recommendations developed to date for the entire Policy Review Task Force to see during the presentation.

Purpose	To share the work of smaller work groups with the entire task force; to seek input and clarifications from entire work force on draft recommendations; to provide information for revising draft recommendations.
Non-purpose	To finalize recommendations.
Time	45 minutes per small work group
15 minutes	Work group representatives share their groups' work, challenges, questions, and draft recommendations.
10 minutes	Other task force members ask clarifying questions which work group representatives answer.
15 minutes	Other task force members offer commendations, considerations, and suggestions.
5 minutes	Work group representatives summarize what they heard and identify what is most helpful to them.

TOOL 4.6 Back to Recommendations Phase Tools Chart

Questions to guide review of draft recommendations

Purpose	To collect feedback on the draft policy revision recommendations.
Non-purpose	To vote on or approve policy revision recommendations.
Time	60 minutes
Required roles	Facilitator, recorder, and notetaker
Proposed norms for a focus group	• Share honest and constructive input. • Speak for yourself, not others. • Listen with respect to all ideas. • Be specific with feedback. • Limit repetition of ideas. • Speak succinctly.
Potential questions to use with the focus group	The facilitator is encouraged to modify questions to align with draft recommendations. Adjust the time frame to allow for adequate discussion of the following questions: 1. How do these recommendations fit within our overall vision, mission, and theory of change about professional learning? 2. What is the intended outcome of this recommendation? How will it contribute to a comprehensive system of professional learning that aligns with other systems to support educator effectiveness for student success? 3. How will these recommendations advance the policy attributes and the research-based indicators of effective professional learning as specified in Learning Forward's Standards for Professional Learning? 4. How difficult will these recommendations be to implement? What is essential for successful implementation? 5. Who might object to this recommendation and why? Is the recommendation important enough to move ahead even if those objections surface? What will we say to those who object about the importance of this recommendation? 6. Who will be glad to see this recommendation and why? How can we leverage their support to advance the necessary changes in policy? 7. How will these recommendations advance the policy attributes and the research-based indicators of effective professional learning as specified in Learning Forward's Standards for Professional Learning?

TOOL 4.7 Back to Recommendations Phase Tools Chart

Protocol for focus group review of proposed policy recommendations

Purpose	To collect feedback on and degree of support for the proposed policy recommendations from constituents.
Non-purpose	To edit proposed recommendations.
Time	75 minutes
Required roles	Facilitator, notetaker, timekeeper

Members are asked to study the proposed recommendations prior to attending the focus group meeting and to bring notes they have made about the revisions to the meeting.

Time	Process
5 minutes	In round-robin format, each participant states his or her name, school/organization, and one hope he or she has for improved professional learning in the state/district.
10 minutes	Reversing the sequence and continuing in round-robin format, each person states one overall strength of the recommendations and the rationale for citing this strength. If time has not expired and every member has had an opportunity to speak, volunteers may add additional strengths and rationale.
10 minutes	Members identify the questions they want to answer relative to proposed recommendations. Questions address the proposed recommendations and may focus on seeking clarification or further details, inquiring about the purpose, reason, etc., or deepening understanding. Questions must be genuine, have no preconceived response, or offer advice or suggestions. All questions will be recorded and shared with the respective work groups for their attention.
10 minutes	Members generate a list of gaps or oversights. This is an opportunity to identify what is missing from the document that members expected to see in it. Gaps will be recorded and shared with work groups. Do not use this time to generate ideas for addressing the gaps, but rather for identifying them.
10 minutes	Each member, in turn, identifies what worries him or her about the ideas in the document. Members state one worry clearly and explain what causes the worry. After all members have shared their worries, volunteers may add others. All worries and causes will be recorded for work groups to address.
10 minutes	Members are invited to identify potential positive impact from the proposed recommendations. Members are encouraged to identify, if appropriate, specific recommendations that are aligned with the potential positive impact cited.
10-15 minutes	Members are invited to complete an online survey about their degree of support and their recommended priority level for each recommendation.
5 minutes	Volunteers share what they learned, valued, appreciated, or found challenging about the review process.

Reporting Phase Tools

TOOL 5.1 Back to Reporting Phase Tools Chart

Reporting options

The following strategies might be considered for presenting policy revision recommendations:

- Oral presentation with accompanying slides that highlight the major changes;

- Full report with detailed information about the proposed recommendations, including the charge to the task force, task force membership, findings from the policy review, summary of feedback collected, and recommended revisions;

- Abbreviated report that includes the executive summary and a table of proposed recommendations;

- YouTube video with overview comments from task force members and brief summary of the proposed recommendations;

- Webinar that highlights proposed changes and benefits;

- Email blast that summarizes highlights of proposed revisions;

- Four-page brief summarizing recommendations and next steps.

The following sections are to be included in all reports and presentations regardless of format, medium, or audience:

- Core message about the importance of professional learning in achieving educator effectiveness and student achievement;

- Brief definition of professional learning;

- Reason for proposed revisions and expected outcomes for students and educators;

- Overview of process;

- Highlights of revisions;

- Next actions;

- Requests of audience with specific suggestions of what they can do to support the recommendations.

TOOL 5.2 Back to Reporting Phase Tools Chart

Final presentation on policy review report

When testifying or presenting the final policy review results to top-level leaders, those responsible for the presentation might use the outline below to structure the presentation:

1. Expression of appreciation for opportunity to conduct policy review;

2. Acknowledgement of task force members;

3. Overview of policy review process;

4. Summary of policy review findings:

   - Number of policies analyzed;

   - Strengths of current policies;

   - Areas for improvements;

5. Summary of recommendations;

6. Recommendations for next steps;

7. Opportunity for questions;

8. Closing comments.

TOOL 5.3 Back to Reporting Phase Tools Chart

Questions for study group on policy review report

When the final policy review report is completed, various stakeholder groups might study the report to develop full understanding and prepare for next actions related to the report.

Purpose	To develop deep understanding of the policy review report.
Non-purpose	To recommend revisions to the report.
Time	60-90 minutes
Required roles	Facilitator, notetaker, timekeeper
Proposed norms for a study group	• Find possibilities rather than faults. • Listen fully to each other. • Use an inquisitive rather than judgmental approach. • Use the text as evidence.
Potential questions to use in the study group (adapted from Killion, 2008)	1. What are the key ideas emerging from this report? 2. If these recommendations are enacted, what will be the benefits? Challenges? 3. What are the consequences of not enacting these recommendations? 4. How well did the findings align with what you predicted? 5. What aspects of the report do you most strongly agree with? 6. What aspects of the report do you disagree with? 7. What questions do you want to ask the task force? 8. What actions are you prepared to take to advance these recommendations?

Follow-Up Phase Tools

TOOL 6.1 Back to Follow-Up Phase Chart

Policy revision recommendations status report

This tool provides a format for periodic reporting on the status of proposed policy revision recommendations.

Proposed policy revision recommendations	Priority level	Status 90 days following final report	Status 180 days following final report	Status one year following final report

TOOL 6.2 Back to Follow-Up Phase Chart

Policy revision recommendations and expected results

Proposed policy revisions typically establish expected changes in professional learning practice. This tool will help Professional Learning Policy ReviewTask Force members project what results they expect from their proposed recommendations and to assess whether their expectations are realized. Policy Review Task Force members can set a timeline for revisiting their recommendations to assess if their expectations are evident. Some recommendations may be associated with expectations that will occur in the short-term while others may be more long-term, so setting multiple, different timelines is appropriate.

Recommendations	Expected results	Expected date for results	Expected evidence of initial results	Actual evidence of initial results

References

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