IC MAPS

FOR EXTERNAL ROLES

Learning Forward's Standards for Professional Learning establish the core attributes of effective professional learning. All people and entities with either direct or indirect responsibility for students' education could benefit from well-designed and effective professional learning, but understanding what the standards look like when they are in operation can be a challenge.

Innovation Configuration (IC) maps offer a solution to this problem. IC maps identify and describe the major components of new practice — in this case, the Standards for Professional Learning — in operation. The IC maps show a continuum of specific behaviors that facilitate the achievement of desired outcomes within each standard. The range of behaviors is displayed from left to right, with the most desirable at the left and moving to least desirable on the right. Naming these specific behaviors is intended to help educators move toward the highest levels of implementation.

IC maps have been created for 12 distinct roles in education that share responsibility for professional learning. These are presented in three volumes:

- **School-based roles:** teachers, coaches/teacher leaders, principals, and school leadership teams;
- **School system roles:** central office staff, director of professional learning, superintendent, and school board; and
- **External roles:** education agency providers, professional associations, institutions of higher education, and external partners.

The four groups in the external roles volume support professional learning beyond the local school and school system by establishing policies, providing resources and technical assistance, and preparing and supporting professional learning leaders so that professional learning achieves its goal of increasing educator effectiveness and student achievement.

The IC maps on pp. 53-56 outline for external partners the three key ideas of the Outcomes standard and how they look in practice. External partners include vendors, technical assistance providers, regional centers, public and private agency staff, individuals, and others that provide professional learning to support educators at all levels of the educational system.

MetLife Foundation
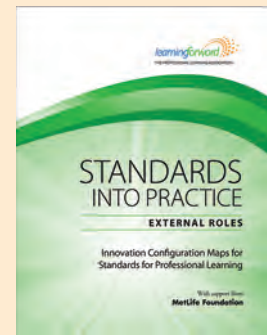
7.1 Meet performance standards

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 7.1.1: Uses educator performance standards to identify professional learning needs.					
• Deconstructs, with staff and clients, educator performance standards to identify the knowledge, skills, and practices needed to achieve professional learning goals. • Monitors, with staff and clients, the content of professional learning for alignment with educator performance standards and goals.	• Deconstructs, with staff or clients, educator performance standards to identify the knowledge, skills, and practices needed to achieve professional learning goals. • Monitors, with staff or clients, the content of professional learning for alignment with educator performance standards and goals.	• Deconstructs educator performance standards to identify the knowledge, skills, and practices needed to achieve professional learning goals. • Monitors the content of professional learning for alignment with educator performance standards and goals.	• Deconstructs educator performance standards to identify the knowledge, skills, and practices needed to achieve professional learning goals.	• Studies educator performance standards.	• Fails to use educator performance standards to identify professional learning goals.
Desired outcome 7.1.2: Engages in professional learning to meet performance goals.					
• Develops, with supervisor and colleagues, knowledge about education organization role expectations and responsibilities. • Develops, with supervisors and colleagues, team and individual performance goals. • Participates, with colleagues, in agency, team, and individual professional learning to develop knowledge, skills, dispositions, and practices reflected in performance standards and goals.	• Develops, with supervisor, knowledge about education organization role expectations and responsibilities. • Develops, with supervisor, individual performance goals. • Participates, with colleagues, in agency, team, and individual professional learning to develop knowledge, skills, dispositions, and practices reflected in performance standards and goals.	• Develops knowledge about education organization role expectations and responsibilities. • Sets individual performance goals. • Participates, with colleagues, in team and individual professional learning to develop knowledge, skills, dispositions, and practices reflected in performance standards and goals.	• Sets individual performance goals. • Participates in individual professional learning to develop knowledge, skills, dispositions, and practices reflected in performance standards and goals.	• Engages in professional learning unrelated to educator performance standards and goals.	• Fails to engage in professional learning related to performance standards and goals.

Source: Learning Forward. (2014). *Standards into practice: External roles. Innovation Configuration maps for Standards for Professional Learning.* Oxford, OH: Author.

EXTERNAL PARTNER / Outcomes

7.2 Address learning outcomes

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 7.2.1: Uses student learning outcomes to identify professional learning needs.	• Deconstructs, with staff and clients, student content standards and learning outcomes to identify the knowledge, skills, dispositions, and practices needed to achieve professional learning goals. • Monitors, with staff and clients, the content of internally and externally supported professional learning for alignment with student content standards and learning outcomes.	• Deconstructs, with staff or clients, student content standards and learning outcomes to identify the knowledge, skills, dispositions, and practices needed to achieve professional learning goals. • Monitors, with staff or clients, the content of internally and externally supported professional learning for alignment with student content standards and learning outcomes.	• Deconstructs student content standards and learning outcomes to identify the knowledge, skills, dispositions, and practices needed to achieve professional learning goals. • Monitors the content of internally and externally supported professional learning for alignment with student content standards and learning outcomes.	• Deconstructs student content standards and learning outcomes to identify the knowledge, skills, dispositions, and practices needed to achieve professional learning goals.	• Studies student content standards and learning outcomes.	• Fails to use student content standards and learning outcomes to identify professional learning needs.
Desired outcome 7.2.2: Engages in professional learning to increase student results.	• Engages, with supervisors and colleagues, in professional learning, coaching, feedback, and reflection to improve effects of own performance on student learning outcomes.	• Engages, with colleagues, in professional learning, coaching, feedback, and reflection to improve effects of own performance on student learning outcomes.	• Engages in professional learning, coaching, feedback, and reflection to improve effects of own performance on student learning outcomes.	• Engages in professional learning unrelated to student content standards and learning outcomes.	Fails to engage in professional learning to increase student results.	

EXTERNAL PARTNER / Outcomes

7.3 Build coherence

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome: 7.3.1: Develops capacity to leverage professional learning to strengthen coherence within the education system.						
	• Engages staff and clients in developing knowledge and skills about coherence within the education system. • Provides coaching and other support to staff and clients to leverage coherence within the education system. • Disseminates the benefits, structure, and operation of coherence within the education system and research and evidence-based practices for developing it.	• Engages staff or clients in developing knowledge and skills about coherence within the education system. • Provides coaching and other support to staff or clients to leverage coherence within the education system. • Disseminates the benefits, structure, and operation of coherence within the education system and research and evidence-based practices for developing it.	• Develops own knowledge and skills about coherence within the education system.	• Fails to develop own and clients' knowledge and skills about coherence within the education system.		
Desired outcome 7.3.2: Builds coherence between professional learning and other system and school initiatives.						
	• Develops, with staff and clients, understanding about the relationships between school and system initiatives and professional learning. • Promotes, with staff and clients, the integration of professional learning with other systems (data, assessment, curriculum, human resources, etc.).	• Develops, with staff or clients, an understanding about the relationships between school and system initiatives and professional learning. • Promotes, with staff or clients, the integration of professional learning with other systems (data, assessment, curriculum, human resources, etc.).	• Develops an understanding about the relationships between school and system initiatives and professional learning. • Suggests the integration professional learning with other systems (data, assessment, curriculum, human resources, etc.).	• Explains the relationships between school and system initiatives and professional learning.	• Fails to build congruence between professional learning and school or system initiatives.	

Source: Learning Forward. (2014). *Standards into practice: External roles. Innovation Configuration maps for Standards for Professional Learning.* Oxford, OH: Author.

EXTERNAL PARTNER / Outcomes

7.3 Build coherence

Desired outcome 7.3.3: Links professional learning with past experiences.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Requires that staff and clients collect, analyze, and use data about educators' past experiences with professional learning, the content, and change initiatives when planning and implementing professional learning. • Collects, analyzes, and uses data about educators' past experiences with professional learning, the content, and change initiatives when planning and implementing professional learning.	• Recommends that staff or clients collect, analyze, and use data about educators' past experiences with professional learning, the content, and change initiatives when planning and implementing professional learning. • Collects, analyzes, and uses data about educators' past experiences with professional learning, the content, and change initiatives when planning and implementing professional learning.	• Collects, analyzes, and uses data about educators' past experiences with professional learning, the content, and change initiatives when planning and implementing professional learning.	• Fails to link educators' past experiences with professional learning.		

Source: Learning Forward. (2014). *Standards into practice: External roles. Innovation Configuration maps for Standards for Professional Learning.* Oxford, OH: Author.