

UNIT **4**

Introduction to the
**Standards for
Professional
Learning**

▶ Learning objectives

Learners will be able to ...

- Explain the purpose of the Standards for Professional Learning.
- Identify the implications of the prerequisite for professional learning.
- Understand the purpose and key components of the Standards for Professional Learning.
- Identify the alignment between the cycle of continuous improvement and the professional learning standards.
- Identify actions to take to improve professional learning within the school or district.



Agenda

TIME: 4 hours

SECTION	TIME	TOPIC	PURPOSE
1	20 min.	Introduction, purpose	Review the content and set agreements for working together
2	60 min.	Relationship between professional learning and student results	Explain the need for standards, the underlying rationale, and how the structure and process of professional learning make a difference in attaining the outcomes
3	30 min.	Standards card sort	Introduce the components of the Standards for Professional Learning
4	75 min.	Review Standards for Professional Learning	Understand the Standards for Professional Learning
5	20 min.	Cycle of continuous improvement	Emphasize the cycle/process of continuous improvement
6	20 min.	Self-assessment and next steps	Identify strengths and areas of need
7	10 min.	Close and reflection	Reflect on the role of professional learning standards in improving educator practice and student achievement

Agreements

- Be open to defining professional learning in new ways.
- Participate actively.
- Take responsibility for your own learning.
- Honor your colleagues' learning needs.



Professional
learning

vs.

Professional
development

All professional learning is not
created equal.



Why do we need standards for professional learning?

1. Silently read Handout 2.1.
2. As a table team, chart the similarities and differences between the two scenarios.
3. At your table, predict which professional learning scenario will result in a higher level of implementation. Explain why.

Relationship between professional learning and student results

1. In teams of four, review Handout 2.2.
2. Discuss how might you explain these ideas to others.
3. Use a metaphor describe the relationship.

▶ Introduction to the standards

- Watch the video.



<http://learningforward.org/video-test#.USfvYoU25mN>

- Use Handout 2.3 as you watch.
- At your table, discuss your responses to the questions on the viewing guide.

Standards card sort

1. Use the task directions and materials at your table to complete the card sort.
2. Make observations about the results of your card sort.
3. Check your work and discuss variations.

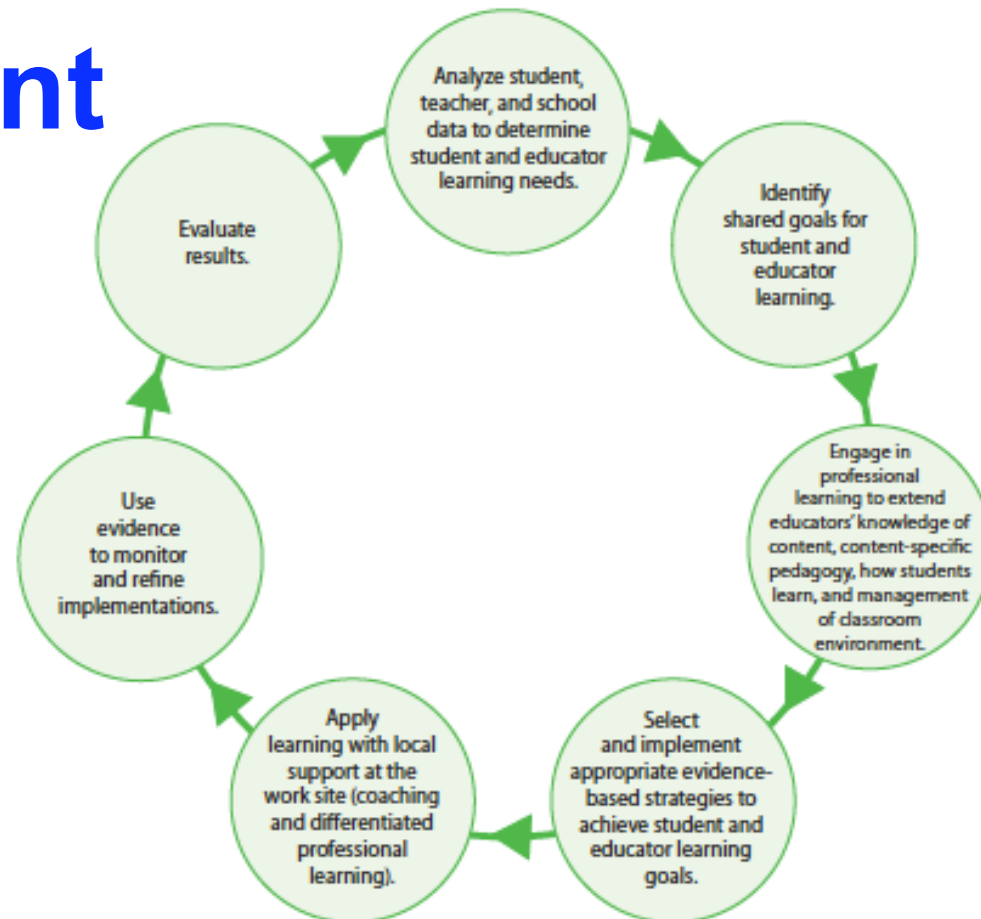
► Standard for Professional Learning

- Read the standard your table group has been given.
- Highlight key elements of the rationale.
- Create a windowpane chart using Handout 4.2 as a guide.
- Designate a spokesperson to give a 3-minute presentation on the standard to the whole group.
- Use Handout 4.3 to take notes on others' presentations.

Reflection

- Use Handout 4.4 to reflect on what you learned about the standards for professional learning.
- Find a partner and exchange responses from one box.
- Rotate to a new partner and exchange responses to a different box.
- Meet with two additional partners to share responses from each of the remaining boxes.

► Cycle of continuous improvement



▶ Self-assessment and next steps

- Complete Handout 6.1 on your own.
- Work with a partner to generate possible next steps to improve professional learning so that it increases educator effectiveness and student learning.
- Record your next steps in Handout 6.2.

Final reflection

- Use Handout 7.1 to stop and reflect.
- At your table, share one thing you wrote.