

STANDARDS INTO PRACTICE

SCHOOL BOARD

Innovation Configuration Maps for
Standards for Professional Learning

With support from
MetLife Foundation



THE PROFESSIONAL LEARNING ASSOCIATION

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About MetLife Foundation

MetLife Foundation is committed to building a secure future for individuals and communities worldwide through a focus on empowering older adults, preparing young people, and building livable communities. In education, MetLife Foundation seeks to strengthen public schools through effective teaching and collaborative leadership, and to prepare students for access to and success in higher education, particularly during the crucial first year. The foundation's grant making is informed by findings from the annual *MetLife Survey of the American Teacher*. More information is available at www.metlife.org.

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Introduction

With the support and input of researchers, practitioners, and representatives of numerous professional associations and organizations, Learning Forward published a third iteration of *Standards for Professional Learning* in 2011, reflecting current research and practice in the field. These standards establish the core attributes of effective professional learning.

Standards for Professional Learning enumerate the conditions, processes, and content of professional learning to support continuous improvement in leadership, teaching, and student learning. The standards stress that effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator learning (Learning Forward, 2011, p. 6).

The standards describe model professional learning and provide guidance to participants, facilitators, leaders, evaluators, and funders of professional learning.

The Standards for Professional Learning describe the attributes of effective professional learning to guide the decisions and practices of all persons with responsibility to fund, regulate, manage, conceive, organize, implement, and evaluate professional learning. [They] should closely study the standards and systematically use them as a template for organizing professional learning. However, the standards are also a consumers guide for all educators, describing what they should expect and demand of their professional learning, as well as their responsibilities to participate (Learning Forward, 2011, p. 14).

The seven standards operate as a synergistic whole, working in unison to increase the effectiveness and results of professional learning.

The standards are not, however, a work book, tool kit, or technical assistance guide. They neither address every issue related to professional learning nor provide a road map for creating professional learning that is faithful to the standards. That is intentional. Using the standards to shape more effective professional learning will require study, thought, discussion, and planning (Learning Forward, 2011, p. 14).

All people and entities who have either direct or indirect responsibility for students' education—teachers, principals, superintendents, support staff, parents, boards of education, state education agencies, independent consultants, intermediate service agencies, professional associations and organizations, and higher education institutions—could benefit from well-designed and effective professional learning. Yet helping potential users to understand more clearly just what the standards look like when they are in operation can be a challenge. Innovation configuration (IC) maps (Hall & Hord, 2010; Hord, Rutherford, Huling-Austin, & Hall, 2006) offer a solution to this problem.

Essentially, IC maps identify and describe the major components of new practice—in this case, the new standards—in operation. This volume presents those IC maps with introductory material that explains the concept and use of innovation configuration and its application to staff development.

INNOVATION CONFIGURATIONS

Studies of the implementation of policies, programs, and processes have shown that innovations are typically applied in a variety of ways. Just because

authorities mandate, experts request, or colleagues agree to adopt innovations does not guarantee fidelity of implementation. In other words, there is not a simple *yes* or *no* answer to the question “Is the literacy program, discipline policy, or set of Learning Forward standards implemented?” The answer lies somewhere along a continuum that indicates varying degrees and/or types of use of the innovation. The concept of innovation configuration was born because individual users adapt or modify parts of new practices as they implement them. This concept of the adaptation of innovations led to the development of IC maps that describe an innovation’s major components when the innovation is in use. The IC maps also describe how users alter these components while implementing them.

An IC map is a way to precisely define quality and measure fidelity. On the IC map (Table 1) on page 8, the most ideal way of implementing the components, or the desired outcome (the label used in the IC maps for the Learning Forward standards), is stated at the left end of the continuum, with decreasingly desirable levels or variations appearing along the continuum to the right. The number 1 or ideal variation of each desired outcome signifies the highest-quality implementation. The IC map, then, can be used to measure the degree to which an individual implementer is approaching the ideal variation by being faithful to the desired outcomes—achieving fidelity.

The IC map is created so as to describe an innovation *in operation*—that is, how individuals are actively using it. Therefore, the IC map

- Uses active voice rather than passive;
- Has a subject of its statements that identifies who is doing the action; and
- Contains a rich array of action verbs—actions that can be observed.

To structure an IC map, major components or desired outcomes of the innovation are identified. The desired outcomes describe the salient behaviors of people in the designated role in relation to the innovation. Tables 1 and 2, for instance, show IC maps that describe what the central office staff member does related to the first key idea of Learning Forward’s Learning Communities standard, **1.1, Engage in continuous improvement**.

The two desired outcomes are

Desired outcome 1.1.1: Develops capacity to apply the seven-step cycle of continuous improvement.

Table 1: Central Office Learning Community Desired Outcome 1.1.1

CENTRAL OFFICE / Learning Com			
1.1 Engage in continuous improvement			
Level 1	Level 2	Level 3	Level 4
Desired outcome 1.1.1: Develops capacity to apply the seven-step cycle of continuous improvement			
<ul style="list-style-type: none"> • Develops own knowledge and skills about the seven-step cycle of continuous improvement. • Develops staff and participant knowledge and skills about the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Develops own knowledge and skills about the seven-step cycle of continuous improvement. • Develops participant knowledge and skills about the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Develops own knowledge and skills about the seven-step cycle of continuous improvement. • Recommends that participants learn about the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Develops knowledge about the seven-step cycle of continuous improvement.

Desired outcome 1.1.2: Applies the cycle of continuous improvement with fidelity to lead professional learning.

Table 2: Central Office Learning Community Desired Outcome 1.1.2

CENTRAL OFFICE / Learning Com			
1.1 Engage in continuous improvement			
Level 1	Level 2	Level 3	Level 4
Desired outcome 1.1.2: Applies the seven-step cycle of continuous improvement with fidelity to lead professional learning			
<ul style="list-style-type: none"> • Models the application of the seven-step cycle in professional learning. • Facilitates staff and participants to apply the seven-step cycle of continuous improvement with fidelity in professional learning. • Provides staff and participants coaching and other resources to clarify and support use of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Models the application of the seven-step cycle in professional learning. • Facilitates staff and participants to apply the seven-step cycle of continuous improvement with fidelity in professional learning. • Provides staff or participants coaching and other resources to clarify and support use of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Models the application of the seven-step cycle in professional learning. • Facilitates participants to apply the seven-step cycle of continuous improvement with fidelity in professional learning. 	<ul style="list-style-type: none"> • Facilitates to apply the seven-step cycle of continuous improvement in professional learning.

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For each desired outcome, the team of developers has written a continuum of behaviors, placing the most desirable levels of behavior on the left side of the continuum. The behaviors located on the right end are unacceptable behaviors associated with the desired outcome. When any implementer demonstrates behaviors to the right of Level 1, he or she seeks support and assistance to move toward Level 1. Depending on the size of the gap and the needed competencies, the time and type of support needed to move closer to Level 1 may vary.

Each continuum specifies the most significant factor(s) related to the desired outcome. Table 1 contains the variations for **Desired outcome 1.1.1 with the variations moving from ideal at Level 1 to least desirable at Level 6. In some instances, Levels 5 or 6 are blank because no additional variations exist.**

The IC map results in an instrument that describes the innovation in action. It provides a mental image of the innovation and a vision toward which the user is moving. Thus, the IC map shares information needed to enable individuals in different roles to take the initial steps in implementing the innovation.

INNOVATION CONFIGURATION AND THE STANDARDS

IC maps for each of the seven standards provide educators with:

- A clear and richly descriptive vision of what the standards look like in action (in schools, school systems, state departments or ministries of education, etc.—wherever professional learning occurs) in order to support the continuous learning of educators;
- A guide to design professional learning that explains not only what the standards look like in operation, but also how to implement them;
- A guide to create precise plans and access sufficient resources for implementing the standards in all professional learning and

in the work of those who are responsible for all aspects of professional learning; and

- A tool to assess implementation of the standards.

IC maps have been created for 12 distinct roles in education that share responsibility for professional learning. These are presented in three volumes. Volume I includes the school-based roles—teachers, coaches/teacher leaders, principals, and school leadership teams. This volume, Volume II, contains the school system roles of central office staff, director of professional learning, superintendent, and school board. Volume III includes the external roles of external assistance providers, professional associations, institutions of higher education, and technical assistance providers.

For example, the Learning Communities standard states: “Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.” If central office staff’s role for the first key action area of the Learning Community standards appears in Tables 1 and 2, one might reasonably ask, What is the superintendent’s role for this standard? What would the superintendent be doing relative to this standard? To describe and specify the superintendent’s role for the Learning Communities standard, six desired outcomes were generated. In the set of desired outcomes that describe the superintendent’s role for the Learning Communities standard, the first desired outcome (1.1.1) is **Desired outcome 1.1.1: Develops capacity to apply the seven-step cycle of continuous improvement.** The ideal descriptor (Level 1) includes the following two actions:

- **Develops own knowledge and skills about the seven-step cycle of continuous improvement.**
- **Requires professional learning for staff about the seven-step cycle of continuous improvement.**

For the second Desired outcome (1.1.2), **Desired outcome 1.1.2: Applies the seven-step cycle of continuous improvement with fidelity to lead professional learning.**, the superintendent's ideal variations are:

- **Models the application of the seven-step cycle in systemwide professional learning.**
- **Provides staff coaching and other resources to clarify and support faithful use of the seven-step cycle of continuous improvement.**

The ideal descriptor (Level 1) describes the expected actions, an important strategy for implementation of the standard, and reveals what the individual in the identified role will be doing as this specific professional learning standard is implemented.

UNIVERSAL APPLICATION OF THE STANDARDS FOR PROFESSIONAL LEARNING AND IC MAPS TO PROFESSIONAL LEARNING

The IC maps apply to all forms of professional learning, whether it is focused on individuals, schools or teams, or program implementation. The standards make it clear that the purpose of professional learning is to increase educator effectiveness and results for *all* students. Like the standards, these IC maps apply to all forms of professional learning for all educators, the employees within an education system who directly or indirectly support student learning. A large portion of professional learning is designed to develop educators' knowledge, skills, dispositions, and practices to achieve school system and school improvement goals.

In some cases, schools, school systems, and individuals develop plans for professional learning that describe how and what individuals, teams, or whole faculties will learn to achieve the designated goals. For example, when school systems are implementing new initiatives such as new content standards or educator effectiveness systems, central office staff design and coordinate professional learning for teachers, principals, teacher leaders, resource staff, and others to develop the knowledge, skills, practices, and dispositions necessary for full implementation of the new initiative. In addition, central office staff work closely with

individual schools and teams of educators within those schools to assist them in designing and facilitating school-based professional learning to improve both their individual and collective capacity to achieve school, team, and individual classroom goals related to the initiative and to align the initiative with schools' improvement goals. This might be the case if a district is implementing new content standards, such as Common Core standards and an individual school has a goal of closing the achievement gap among various student groups. Working collaboratively with the school's principal and leadership teams, central office curriculum coordinators provide professional learning specifically for teacher leaders, coaches, or other resource staff to deepen their understanding of various instructional strategies aligned with the new standards and ways to adapt the curriculum to meet the learning needs of ELL, special needs, or high-poverty students so that all students achieve the new standards. In other cases, selected educators engage in professional learning to implement new programs, practices, or systems. When a new science curriculum is adopted, the science curriculum coordinator works closely with the director of professional learning to plan and implement the needed professional learning for science teachers, coaches who support these teachers, and principals who supervise teachers and school-based support staff. The school system professional learning may focus on helping these educators learn about the curriculum, know how to use it to design instruction, develop the expertise to apply the curriculum in instruction, and build capacity to support implementation of the new curriculum over time. The curriculum coordinator, for example, may facilitate cross-school professional learning in which science teachers come together for shared learning or support individual, team, or schoolwide professional learning to advance implementation of the new science curriculum. Individual educators may choose to engage in other professional learning to strengthen their performance, meet their individual development goals, pursue areas of interest, and advance their careers.

The IC maps apply to all professional learning, not just major initiatives. The standards apply regardless

of which educators are learning, who is designing and facilitating the learning, where the learning occurs, or what the specific outcomes for professional learning are. When districts are developing, selecting, or purchasing professional learning to address individual learning needs of educators, the standards and IC maps apply. When teams of educators meet together in learning teams to improve their practice and student results, the standards and IC maps apply. When the school leadership team (SLT), coach, principal, or external assistance provider plans and facilitates professional learning, the standards and IC maps apply. When school systems plan systemwide or support school-based professional learning, the standards and IC maps apply. When external assistance providers, professional associations, state departments or ministries of education, institutions of higher education, nonprofit organizations, professional associations, independent consultants, or for-profit universities or organizations provide professional learning, the standards and IC maps apply. The standards and IC maps apply whether professional learning occurs in real time, face-to-face, in a hybrid environment, or completely online.

CONSTRUCTION OF IC MAPS FOR THE STANDARDS

The IC maps were created using a process of drafting, revision, review, and calibration across roles. First, the authors studied the Standards for Professional Learning and research about how various roles contribute to effective professional learning. They identified the key actions for each standard embedded in the elaboration for each standard. The key actions were further described as desired outcome statements. The writing team articulated a continuum of actions in decreasing value, starting from the ideal on the left end of the continuum. Reviewers, who are practitioners serving in each role, provided feedback on the draft maps to the writing team. Each revision clarified the continuum of actions.

A matrix of all desired outcomes for all roles in each volume is organized into a Crosswalk at the end of each volume. The Crosswalk provides another way to express the holistic nature of the standards and the contributions each educator role makes to professional

learning's effectiveness and results. The Crosswalk describes the system of supports necessary so that each role group receives assistance to accomplish its responsibilities related to professional learning. Each role has responsibilities and should expect support to fulfill essential tasks.

For instance, in the Crosswalk in the Learning Designs standard's first key action, **5.1, Apply learning theories, research, and models**, the first desired outcome is **5.1.1**. This stipulates that the director of professional learning **Develops and shares a knowledge base about theories, research, and models of adult learning**. Because school board members have a different role to play related to this standard, their first responsibility for this key action is **5.1.1: Develops a knowledge base about adult learning**. In their roles, school board members don't have responsibilities to share knowledge in the ways that directors of professional learning do. The coordination of all desired outcomes across role groups helps to enhance implementation by eliminating potential barriers and clarifying each implementer's responsibilities. The chart also clarifies the actions necessary to increase the probability that the desired outcomes will be achieved.

The idea behind the delineation of the responsibilities of each educator role is to promote systemic responsibility for professional learning, both from within schools, school systems, and from outside contributors, through the alignment of desired outcomes for all role groups. The interrelatedness of these outcomes is expressed in the matrix and confirmed by the Crosswalk. Used in conjunction with other standards implementation resources, such as the Standards Assessment Inventory, the Standards Facilitator Guide, the explanatory videos, and the standards document itself, those responsible for planning, implementing, or evaluating professional learning will have the resources necessary for full implementation of the standards for professional learning to achieve results for educators and students. Access these resources or information about them at www.learningforward.org/standards.

Directors of professional learning and central office staff might use the IC maps to guide planning and implementation of effective professional learning. They might use the IC maps to assess their own practices in professional learning. Subsequently, they can use the IC maps to plan improvements in professional learning by working toward the desired outcomes of the standards that they want to strengthen. Other volumes of the IC maps will delineate responsibilities for roles within schools or outside the school system. *Standards in Practice: School-based Roles* describes what principals, school leadership teams, coaches, and teachers do to support professional learning. *Standards in Practice: External Roles* describes what external assistance providers, state departments or ministries of education, institutions of higher education, and professional associations do to support professional learning.

The IC maps provide clear pictures of Learning Forward's standards for professional learning in practice and guide educators in increasing the quality and results of professional learning. The ultimate goal of educator learning is a positive impact on student learning, and the standards clarify the attributes of the professional learning that produces that impact.

SCHOOL SYSTEM ROLES

This volume includes four distinct district-based roles. School system staff are responsible for coordinating systemwide programs, professional learning, and resources needed to help each school achieve its goals for student achievement. The first volume focused on school-based roles since the school is the primary center of learning for educators and students. It is important to note that the IC maps include behaviors associated with professional learning and not all of the responsibilities of any given role. For example, the Superintendent IC map describes the behaviors of superintendents in relationship to professional learning, not every responsibility of superintendents.

Central Office Staff

The term *central office staff* is used to describe all staff who lead programs, such as curriculum, instruction, assessment, human resource, research and evaluation, technology, or other supports for the academic or education initiatives within the school system. For example, such staff include those who manage or coordinate federal programs, curriculum and assessment, mentoring and induction, data systems, educator effectiveness, services for special populations such as students with disabilities, English language learners, migrant or homeless students, or other programs that directly or indirectly influence student achievement with professional learning.

Central office staff work directly with their own staff or with other educators who participate in their programs. For example, a director of special education works with staff members within his or her department and with school staff who participate in special education professional learning programs to improve direct or indirect services to students. A school system technology coordinator may work with school-based technology coaches, whom she supervises, other central office staff with responsibility for supporting instructional technology, and other staff who participate in professional learning on instructional technology offered by the school system or at schools.

Director of Professional Learning

The term *director of professional learning* describes the educator who has primary responsibility for all aspects of professional learning within the school system. The director of professional learning is the person who serves as the leader of professional learning and leadership development for the entire education workforce. Depending on the school system's structure and size, the director of professional learning may be an assistant superintendent or other central office administrator who leads a department of professional learning with several employees, a central office administrator who has responsibility for professional learning along with other areas such as curriculum or human resources, or one

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or more central office leaders who have several areas of responsibility, one of which is professional learning.

Directors of professional learning work directly with all staff within a school system, with other staff members within the professional learning department, if one exists, or central office staff members who share responsibilities for professional learning, such as curriculum coordinators, human resource department staff, assistant superintendents and superintendent, and school leaders including teacher leaders and school administrators.

Superintendent

Educators who fall within the superintendent role have primary leadership responsibility and authority within a place-based or online school system or independent schools or charter schools. Those in the role of superintendent often work with a local school board that governs the school system the superintendent leads. In small education systems or

independent or charter schools, the school's executive director, headmaster, or superintendent may be responsible for the tasks of the director of professional learning and central office staff if those roles do not exist separately within the school system.

School Board

School board refers to the elected or appointed officials at the local school system level who have legal responsibility for governance of the school system. Most school board members have only policy governance and no operational responsibilities within a school system. Given this, their responsibilities in professional learning are more limited than most other roles, however, they influence the success of professional learning through policy, budget, advocacy within the community, and supervision of the superintendent. The school board works directly with the school system superintendent, fellow board members, and community members.

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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.



Innovation Configuration Maps

School Board

- LEARNING COMMUNITIES
- LEADERSHIP
- RESOURCES
- DATA
- LEARNING DESIGNS
- IMPLEMENTATION
- OUTCOMES

1.1 Engage in continuous improvement

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 1.1.1: Develops understanding of the role of the seven-step cycle of continuous improvement in professional learning.</p>					
<ul style="list-style-type: none"> • Develops own knowledge about the seven-step cycle of continuous improvement. • Explains the seven-step cycle of improvement to staff and community. • Adopts formal definition of professional learning that delineates the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Develops own knowledge about the seven-step cycle of continuous improvement. • Explains the seven-step cycle of improvement to staff and community. • Passes resolution indicating board support for the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Develops own knowledge about the seven-step cycle of continuous improvement. • Explains the seven-step cycle of improvement to staff and community. 	<ul style="list-style-type: none"> • Develops own knowledge about the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Fails to develop own knowledge about the seven-step cycle of continuous improvement. 	

1.2 Develop collective responsibility

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.2.1: Advances collective responsibility.					
<ul style="list-style-type: none"> Contributes to the development of system-wide principles for and a definition of collective responsibility. Celebrates examples and impact of systemwide and schoolwide collective responsibility. Examines policies and practices that contradict the shared principles and definition of collective responsibility. Defends importance of collective responsibility to staff and community. 	<ul style="list-style-type: none"> Supports the development of system-wide principles for and a definition of collective responsibility. Celebrates examples of systemwide and schoolwide collective responsibility. Examines policies that contradict the shared principles and definition of collective responsibility. Defends importance of collective responsibility to staff and community. 	<ul style="list-style-type: none"> Supports the development of system-wide principles for and a definition of collective responsibility. Celebrates examples of systemwide and schoolwide collective responsibility. Examines policies that contradict the shared principles and definition of collective responsibility. 	<ul style="list-style-type: none"> Supports the development of system-wide principles for and a definition of collective responsibility. Celebrates examples of systemwide and schoolwide collective responsibility. 	<ul style="list-style-type: none"> Celebrates examples of systemwide and schoolwide collective responsibility. 	<ul style="list-style-type: none"> Fails to address collective responsibility.
Desired outcome 1.2.2: Models collective responsibility by participating in learning communities.					
<ul style="list-style-type: none"> Participates routinely in learning communities within the system. Participates routinely in learning communities beyond the system. Makes public own learning and resulting actions with staff and community. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. Participates routinely in a learning community beyond the system. Shares learning and resulting actions with superintendent and colleagues. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. Shares learning with colleagues. 	<ul style="list-style-type: none"> Fails to participate in a learning community. 		

1.3 Create alignment and accountability

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 1.3.1: Aligns professional learning with system and school goals.</p>					
<ul style="list-style-type: none"> Reinforces expectations that professional learning aligns with system and school goals. Adopts plan for system-wide professional learning. 	<ul style="list-style-type: none"> Reinforces expectations that professional learning aligns with system and school goals. Studies plans for system-wide professional learning. 	<ul style="list-style-type: none"> Reviews plan for system-wide professional learning. 	<ul style="list-style-type: none"> Fails to address system-wide plan for professional learning. 		

2.1 Develop capacity for learning and leading

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.1.1: Commits to continuous professional learning.					
<ul style="list-style-type: none"> • Shares publicly own professional learning goals. • Persists with own professional learning until achieving goals. • Asks for constructive feedback from peers and superintendent. • Participates in continuous professional learning with follow-up and coaching. 	<ul style="list-style-type: none"> • Shares publicly own professional learning goals. • Persists with own professional learning until achieving goals. • Participates in continuous professional learning with follow-up and coaching. 	<ul style="list-style-type: none"> • Shares publicly own professional learning goals. • Participates in continuous professional learning with follow-up and coaching. 	<ul style="list-style-type: none"> • Participates in a series of short-term professional learning activities on a variety of topics. 	<ul style="list-style-type: none"> • Fails to commit to continuous professional learning. 	
Desired outcome 2.1.2: Develops capacity to lead professional learning.					
<ul style="list-style-type: none"> • Develops own knowledge and skills for leadership of professional learning. • Sets expectations that staff and aspiring leaders develop knowledge and skills for leadership of professional learning. 	<ul style="list-style-type: none"> • Develops own knowledge and skills for leadership of professional learning. • Sets expectations that system and school leaders develop knowledge and skills for leadership of professional learning. 	<ul style="list-style-type: none"> • Develops own knowledge and skills for leadership of professional learning. • Recommends that system and school leaders develop knowledge and skills for leadership of professional learning. 	<ul style="list-style-type: none"> • Recommends that system and school leaders develop knowledge and skills for leadership of professional learning. 	<ul style="list-style-type: none"> • Fails to develop own, direct reports, and other professional learning facilitators' knowledge and skills for leadership of professional learning. 	

2.1 Develop capacity for learning and leading					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.1.3: Applies the Standards for Professional Learning in making decisions about professional learning.					
<ul style="list-style-type: none"> Studies and applies, with superintendent and colleagues, the Standards for Professional Learning in decision making about professional learning. 	<ul style="list-style-type: none"> Studies and applies, with colleagues, the Standards for Professional Learning in decision making about professional learning. 	<ul style="list-style-type: none"> Studies the Standards for Professional Learning. 	<ul style="list-style-type: none"> Reads the Standards for Professional Learning. 	<ul style="list-style-type: none"> Makes decisions about professional learning without reference to the Standards for Professional Learning. 	
Desired outcome 2.1.4: Serves as a leader in professional learning.					
<ul style="list-style-type: none"> Adopts the Standards for Professional Learning. 	<ul style="list-style-type: none"> Endorses the Standards for Professional Learning. 	<ul style="list-style-type: none"> Reviews the Standards for Professional Learning. 	<ul style="list-style-type: none"> Fails to take a leadership responsibility for professional learning. 		

2.2 Advocate for professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.2.1: Articulates the link between student learning and professional learning.					
<ul style="list-style-type: none"> Explains the connection between professional learning and student learning to staff, public officials, constituents, and partners. 	<ul style="list-style-type: none"> Explains the connection between professional learning and student learning to staff, public officials, and constituents. 	<ul style="list-style-type: none"> Explains the connection between professional learning and student learning to staff and constituents. 	<ul style="list-style-type: none"> Fails to connect professional learning with student learning. 		
Desired outcome 2.2.2: Advocates high-quality professional learning.					
<ul style="list-style-type: none"> Promotes importance of high-quality professional learning with staff, public officials, constituents, and partners. Advocates system and school conditions and procedures necessary for effective individual, team, school, and system professional learning. Supports collaborative professional learning when challenged. 	<ul style="list-style-type: none"> Promotes importance of high-quality professional learning with staff, public officials, and constituents. Advocates system and school conditions and procedures necessary for effective individual, team, school, and system professional learning. Supports collaborative professional learning when challenged. 	<ul style="list-style-type: none"> Promotes importance of high-quality professional learning with staff and constituents. Advocates system and school conditions and procedures for necessary for effective individual, team, school, and system professional learning. 	<ul style="list-style-type: none"> Promotes importance of high-quality professional learning. 	<ul style="list-style-type: none"> Fails to promote high-quality professional learning for staff. 	

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.3.1: Influences systems and structures for effective professional learning.					
<ul style="list-style-type: none"> Endorses system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). 	<ul style="list-style-type: none"> Discusses system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). 	<ul style="list-style-type: none"> Reviews system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). 	<ul style="list-style-type: none"> Fails to identify system and school conditions that support effective professional learning. 		
Desired outcome 2.3.2: Cultivates and maintains a collaborative culture.					
<ul style="list-style-type: none"> Adopts board agreements and assesses performance to support collaborative culture. Models collaboration in all interactions with colleagues, superintendent, staff, and community. Identifies and addresses, with colleagues and superintendent, assumptions and barriers to maintaining a collaborative culture. 	<ul style="list-style-type: none"> Adopts board agreements and assesses performance to support collaborative culture. Models collaboration in all interactions with colleagues, superintendent, and community. Identifies and addresses, with colleagues, assumptions and barriers to maintaining a collaborative culture. 	<ul style="list-style-type: none"> Adopts board agreements to support collaborative culture. Models collaboration in interactions with colleagues and superintendent. Identifies and addresses assumptions and barriers to maintaining a collaborative culture. 	<ul style="list-style-type: none"> Fails to contribute to developing a collaborative culture. 		

3.1 Prioritize human, fiscal, material, technology, and time resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.1.1: Defines resources for professional learning.</p>					
<ul style="list-style-type: none"> Adopts system definition of resources including staff, materials, technology, funding, and time for professional learning to allocate, track, monitor, and evaluate resource use. 	<ul style="list-style-type: none"> Uses system definition of resources including staff, materials, technology, funding, and time for professional learning to allocate, track, monitor, and evaluate resource use. 	<ul style="list-style-type: none"> Uses system definition of resources including staff, materials, technology, funding, and time for professional learning. 	<ul style="list-style-type: none"> Defines funding as the only resource for professional learning. 	<ul style="list-style-type: none"> Fails to define resources for professional learning. 	
<p>Desired outcome 3.1.2: Allocates human and fiscal resources for professional learning to align with high-priority student and educator learning needs.</p>					
<ul style="list-style-type: none"> Advocates investment in professional learning to support high-priority student and educator learning needs. Adopts system criteria for resource allocation for professional learning based on high-priority student and educator learning needs. Allocates resources to address inequities in student and educator learning through allocation of resources. 	<ul style="list-style-type: none"> Advocates investment in professional learning to support high-priority student and educator learning needs. Adopts system criteria for resource allocation for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Adopts system criteria for resource allocation for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Fails to allocate resources for professional learning based on high-priority student and educator learning needs. 		

SCHOOL BOARD / Resources

3.1 Prioritize human, fiscal, material, technology, and time resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 3.1.3: Finds time for collaborative professional learning.					
<ul style="list-style-type: none"> Endorses school-day schedules for job-embedded professional learning several times per week. Adopts an annual calendar to support effective professional learning. Justifies collaborative time for professional learning as a priority investment to community and parents. 	<ul style="list-style-type: none"> Endorses school-day schedules for job-embedded professional learning several times per week. Adopts an annual calendar to support effective professional learning. 	<ul style="list-style-type: none"> Adopts an annual calendar to support effective professional learning. 	<ul style="list-style-type: none"> Fails to address allocating time for professional learning. 		
Desired outcome 3.1.4: Allocates sufficient resources to support implementation of professional learning.					
<ul style="list-style-type: none"> Allocates sufficient resources over multiple years to support full implementation of professional learning. 	<ul style="list-style-type: none"> Allocates sufficient resources to support full implementation of professional learning. 	<ul style="list-style-type: none"> Endorses sustaining resources to support full implementation of professional learning. 	<ul style="list-style-type: none"> Fails to allocate resources to support implementation of professional learning. 		

SCHOOL BOARD / Resources

3.2 Monitor resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 3.2.1: Monitors professional learning resource use.					
<ul style="list-style-type: none"> Examines annual report on resource allocation that addresses equitable distribution of all resources; effectiveness and efficiencies of resource investment; and needed adjustments for professional learning. 	<ul style="list-style-type: none"> Reviews annual report on resource allocation that addresses equitable distribution of all resources; effectiveness and efficiencies of resource investment; and needed adjustments for professional learning. 	<ul style="list-style-type: none"> Reads annual report on resource allocation that addresses equitable distribution of all resources; effectiveness and efficiencies of resource investment; and needed adjustments for professional learning. 	<ul style="list-style-type: none"> Tracks and monitors funding, time, materials, staff, and technology for professional learning. 	<ul style="list-style-type: none"> Tracks and monitors funding and time for professional learning. 	<ul style="list-style-type: none"> Fails to monitor resources for professional learning.

SCHOOL BOARD / Resources

3.3 Coordinate resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 3.3.1: Seeks input on professional learning resources needed to achieve high-priority student and educator learning goals.					
<ul style="list-style-type: none"> Examines input annually from staff on resources needed for professional learning to meet high-priority system and school goals. 	<ul style="list-style-type: none"> Reviews input annually from staff on resource needs for professional learning to meet high-priority system and school goals. 	<ul style="list-style-type: none"> Recommends seeking input annually from staff on resource needs for professional learning to meet high-priority system and school goals. 	<ul style="list-style-type: none"> Fails to seek input annually on professional learning resource needs. 		
Desired outcome 3.3.2: Designs and implements a comprehensive resource plan for professional learning.					
<ul style="list-style-type: none"> Advocates for external funding to supplement resources for professional learning. Contributes to and adopts a multiyear resource plan for professional learning that addresses identified needs. Approves funding for a learning management system that makes resources accessible by individuals, teams, and schools. Adopts an annual budget with a line item for professional learning. 	<ul style="list-style-type: none"> Recommends external funding to supplement resources for professional learning. Adopts a multiyear resource plan for professional learning that addresses identified needs. Approves funding for a learning management system that makes resources accessible by individuals, teams, and schools. 	<ul style="list-style-type: none"> Recommends external funding to supplement resources for professional learning. Adopts annual budget that provides some resources for professional learning. 	<ul style="list-style-type: none"> Recommends external funding to supplement resources for professional learning. Adopts annual budget that provides minimal resources for professional learning. 	<ul style="list-style-type: none"> Adopts annual budget that provides minimal resources for professional learning. 	

SCHOOL BOARD / Data

4.1 Analyze student, educator, and system data					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.1.1: Develops capacity to analyze and interpret data to inform professional learning decisions.					
<ul style="list-style-type: none"> Develops own knowledge and skills to analyze and interpret system and school data to contribute to decisions about professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills to analyze system and school data to contribute to decisions about professional learning. 	<ul style="list-style-type: none"> Develops own knowledge about system and school data to understand decisions about professional learning. 	<ul style="list-style-type: none"> Fails to develop own knowledge and skills to analyze and interpret data. 		
Desired outcome 4.1.2: Links student, educator, and system data to determine professional learning needs.					
<ul style="list-style-type: none"> Analyzes, with superintendent, student, educator, and system data used to inform decisions about professional learning. 	<ul style="list-style-type: none"> Discusses analysis of student, educator, and system data used to inform decisions about professional learning. 	<ul style="list-style-type: none"> Reviews analysis of student, educator, and system data used to inform decisions about professional learning. 	<ul style="list-style-type: none"> Fails to understand student, educator, and system data used to inform decisions about professional learning. 		

SCHOOL BOARD / Data

4.2 Assess progress					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.2.1: Assesses progress toward professional learning benchmarks and goals.					
<ul style="list-style-type: none"> Endorses system plan for systematic review of system and school progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Reviews plan for systematic review of system and school progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Accepts plan for systematic review of system and school progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Fails to acknowledge importance of systematic reviews of system and school progress toward professional learning benchmarks and goals. 		
Desired outcome 4.2.2: Uses analysis of progress to make ongoing, needed adjustments in professional learning.					
<ul style="list-style-type: none"> Endorses and discusses with superintendent reports that mark progress toward system and school professional learning benchmarks and goals. Celebrates progress toward system and school professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Discusses with superintendent reports that mark progress toward system and school professional learning benchmarks and goals. Celebrates progress toward system and school professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Receives reports that mark progress toward system and school professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Fails to review reports that mark progress toward system and school professional learning benchmarks and goals. 		

4.3 Evaluate professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.3.1: Evaluates the effectiveness and results of professional learning.					
<ul style="list-style-type: none"> Endorses and discusses, with superintendent, the summative evaluation plan for professional learning that addresses quality (e.g. Standards for Professional Learning) and impact (e.g. changes in educator practice, student learning, and system and school culture). Uses evaluation of professional learning as one criterion of superintendent evaluation. 	<ul style="list-style-type: none"> Discusses, with superintendent, the summative evaluation plan for professional learning that addresses quality (e.g. Standards for Professional Learning) and impact (e.g. changes in educator practice, student learning, and system and school culture). Uses evaluation of professional learning as one criterion of superintendent evaluation. 	<ul style="list-style-type: none"> Reviews the summative evaluation plan for professional learning that addresses quality (e.g. Standards for Professional Learning) and impact (e.g. changes in educator practice, student learning, and system and school culture). 	<ul style="list-style-type: none"> Fails to recognize need for summative evaluation of professional learning. 		
Desired outcome 4.3.2: Uses evaluation results to improve professional learning.					
<ul style="list-style-type: none"> Endorses and discusses, with superintendent, the summative evaluation report for professional learning that addresses quality (e.g. Standards for Professional Learning) and impact (e.g. changes in educator practice, student learning, and system and school culture) and recommendations for improvement. Communicates impact of professional learning to staff, parents, and community members. 	<ul style="list-style-type: none"> Discusses, with superintendent, the summative evaluation report for professional learning that addresses quality (e.g. Standards for Professional Learning) and impact (e.g. educator practice, changes in student learning, and system and school culture) and recommendations for improvement. Communicates impact of professional learning to parents and community members. 	<ul style="list-style-type: none"> Reads executive summary about the effectiveness, results, and needed improvement in current professional learning. 	<ul style="list-style-type: none"> Fails to review data regarding the effectiveness and results of professional learning. 		

SCHOOL BOARD / Learning Designs

5.1 Apply learning theories, research, and models

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.1.1: Develops a knowledge base about adult learning.</p>					
<ul style="list-style-type: none"> • Studies research, theories, and models of adult learning. • Endorses expectation that staff develop knowledge and skills related to research, theories, and models of adult learning. • Develops knowledge about available and emerging technology-enhanced professional learning designs. 	<ul style="list-style-type: none"> • Studies research, theories, and models of adult learning. • Supports expectation that staff develop knowledge and skills related to research, theories, and models of adult learning. • Develops knowledge about available and emerging technology-enhanced professional learning designs. 	<ul style="list-style-type: none"> • Studies research, theories, and models of adult learning. • Supports expectation that staff develop knowledge and skills related to research, theories, and models of adult learning. 	<ul style="list-style-type: none"> • Studies research, theories, and models of adult learning. 	<ul style="list-style-type: none"> • Fails to develop a knowledge base about adult learning. 	

SCHOOL BOARD / Learning Designs

5.2 Select learning designs					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.1: Uses appropriate learning designs.					
<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning with colleagues. • Endorses superintendent requirement that educators implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning with colleagues. • Supports superintendent requirement that educators implement appropriate in-person, blended, and online learning designs. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning with colleagues. 	<ul style="list-style-type: none"> • Fails to support the need for appropriate learning designs for professional learning. 		

SCHOOL BOARD / Learning Designs

5.3 Promote active engagement

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.3.1: Models and promotes active engagement in professional learning.</p>					
<ul style="list-style-type: none"> • Participates actively in professional learning. • Holds other board members and superintendent accountable for active participation in professional learning. 	<ul style="list-style-type: none"> • Participates actively in professional learning. • Holds other board members accountable for active participation in professional learning. 	<ul style="list-style-type: none"> • Participates actively in professional learning. 	<ul style="list-style-type: none"> • Fails to model and promote active engagement in professional learning. 		

6.1 Apply change research

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 6.1.1: Develops capacity to apply research on change to support implementation of professional learning.					
<ul style="list-style-type: none"> Discusses research and exemplary change practices to develop own understanding of the change process. Demonstrates the value of research by requesting relevant studies and reports when discussing change. 	<ul style="list-style-type: none"> Studies research to develop own understanding of the change process. Demonstrates the value of research by requesting relevant studies and reports when discussing change. 	<ul style="list-style-type: none"> Reviews research to develop own understanding of the change process. 	<ul style="list-style-type: none"> Fails to develop knowledge base regarding the change process. 		
Desired outcome 6.1.2: Applies research on change to plan and lead implementation of professional learning.					
<ul style="list-style-type: none"> Uses change research to make decisions about implementation. Demonstrates patience and perseverance throughout the change process. Expects system and school leaders to assess and respond to concerns related to implementation. 	<ul style="list-style-type: none"> Uses change research to make decisions about implementation. Expects system and school leaders to assess and respond to concerns related to implementation. 	<ul style="list-style-type: none"> Uses change research to make decisions about implementation. 	<ul style="list-style-type: none"> Fails to apply change research to decisions to support implementation of professional learning. 		

6.2 Sustain implementation					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 6.2.1: Differentiates support for implementation of professional learning.					
<ul style="list-style-type: none"> Expresses belief in educators' ability and willingness to be effective. Expects multiple forms and types of differentiated support for implementation in the system plan for professional learning. 	<ul style="list-style-type: none"> Expresses belief in educators' ability and willingness to be effective. Recommends multiple forms and types of differentiated support for implementation in the system plan for professional learning. 	<ul style="list-style-type: none"> Recommends multiple forms and types of differentiated support for implementation in the system plan for professional learning. 	<ul style="list-style-type: none"> Fails to prioritize differentiated support for implementation. 		
Desired outcome 6.2.2: Sustains support to reach high-fidelity implementation of professional learning.					
<ul style="list-style-type: none"> Advocates that substantive change requires continuous support for three to five years for implementation of professional learning. Directs system and school leaders to develop and apply multiple forms of ongoing support that adapt to individual needs and level of implementation of professional learning. 	<ul style="list-style-type: none"> Accepts that substantive change requires continuous support for implementation of professional learning. Supports access by school and system staff to help to refine and improve implementation. 	<ul style="list-style-type: none"> Accepts that substantive change requires continuous support for implementation of professional learning. 	<ul style="list-style-type: none"> Fails to provide support for implementation of professional learning. 		

SCHOOL BOARD / Implementation

6.3 Provide constructive feedback					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 6.3.1: Develops capacity to give and receive constructive feedback.					
<ul style="list-style-type: none"> Develops knowledge and skills to give and receive constructive feedback. Models giving and receiving constructive feedback. 	<ul style="list-style-type: none"> Develops knowledge and skills to give and receive constructive feedback. 	<ul style="list-style-type: none"> Develops knowledge about giving and receiving constructive feedback. 	<ul style="list-style-type: none"> Fails to develop knowledge and skills in giving and receiving constructive feedback. 		
Desired outcome 6.3.2: Uses constructive feedback to accelerate and refine implementation of professional learning.					
<ul style="list-style-type: none"> Advocates procedures, technologies, and schedules for giving and receiving feedback. Analyzes feedback data about implementation to improve individual, team, school, and system support. 	<ul style="list-style-type: none"> Recommends procedures, technologies, and schedules for giving and receiving feedback. Analyzes feedback data about implementation to improve individual, team, school, and system support. 	<ul style="list-style-type: none"> Recommends procedures, technologies, and schedules for giving and receiving feedback. 	<ul style="list-style-type: none"> Fails to give and receive feedback on implementation of professional learning. 		

SCHOOL BOARD / Outcomes

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.					
<ul style="list-style-type: none"> Adopts educator performance standards. Discusses, with superintendent, relationship between professional learning and educator performance standards. 	<ul style="list-style-type: none"> Endorses educator performance standards. Discusses, with superintendent, relationship between professional learning and educator performance standards. 	<ul style="list-style-type: none"> Reviews educator performance standards. Understands the relationship between professional learning and educator performance standards. 	<ul style="list-style-type: none"> Fails to use educator performance standards. 		
Desired outcome 7.1.2: Engages in professional learning to meet own performance standards.					
<ul style="list-style-type: none"> Develops knowledge about role expectations, responsibilities, and performance standards for serving as a school board member. Engages in professional learning to develop knowledge, skills, practices, and dispositions reflected in school board performance standards. Practices skills until mastery is achieved. Engages in coaching, feedback, and reflection on own leadership performance. 	<ul style="list-style-type: none"> Develops knowledge about role expectations, responsibilities, and performance standards for serving as a school board member. Engages in professional learning to develop knowledge, skills, practices, and dispositions reflected in school board performance standards. Engages in coaching, feedback, and reflection on own leadership performance. 	<ul style="list-style-type: none"> Studies information about role expectations, responsibilities, and performance standards for serving as a school board member. Engages in professional learning to develop leadership knowledge, skills, practices, and dispositions reflected in performance standards. 	<ul style="list-style-type: none"> Reads school board performance standards. 	<ul style="list-style-type: none"> Fails to engage in professional learning related to school board performance standards. 	

7.2 Address learning outcomes

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.2.1: Uses student learning outcomes to identify professional learning needs.</p>					
<ul style="list-style-type: none"> Adopts student learning outcomes. Discusses, with superintendent, relationship between professional learning and student learning outcomes. 	<ul style="list-style-type: none"> Endorses student learning outcomes. Discusses, with superintendent, relationship between professional learning and student learning outcomes. 	<ul style="list-style-type: none"> Reviews student learning outcomes. Understands the relationship between professional learning and student learning outcomes. 	<ul style="list-style-type: none"> Fails to support student learning outcomes. 		


SCHOOL BOARD / Outcomes

7.3 Build coherence

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 7.3.1: Builds congruence between professional learning and other school and system initiatives.					
<ul style="list-style-type: none"> Develops understanding about the relationships among school and system initiatives; school improvement goals; individual, team, school, and system professional learning goals; and professional learning. Advocates congruence among multiple system priorities and initiatives. Advocates integration of professional learning with system operations (data, assessment, curriculum, human resources, etc.). 	<ul style="list-style-type: none"> Develops understanding about the relationships among school and system initiatives; school improvement goals; individual, team, school, and system professional learning goals; and professional learning. Recommends congruence among multiple system priorities and initiatives. Recommends integration of professional learning with system operations (data, assessment, curriculum, human resources, etc.). 	<ul style="list-style-type: none"> Develops understanding about the relationships among school and system initiatives; school improvement goals; individual, team, school, and system professional learning goals; and professional learning. 	<ul style="list-style-type: none"> Fails to build congruence among professional learning and system priorities, initiatives, and operations. 		

About Learning Forward

Learning Forward is the only association focused solely on the most critical lever in improving schools – building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement. We assist classroom, school, and system leaders in solving their toughest problems of practice. To learn more about the impact of high-quality professional learning, visit www.learningforward.org.

A decorative graphic at the bottom of the page consisting of several overlapping, wavy bands of green in various shades, creating a sense of movement and depth.