

STANDARDS INTO PRACTICE

SUPERINTENDENT

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

Superintendent

- 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
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. Requires professional learning for staff 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 professional learning for staff 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 professional learning for system and school leaders 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. 	<ul style="list-style-type: none"> Fails to develop own and others' knowledge and skills about the seven-step cycle of continuous improvement. 	
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 systemwide professional learning. Provides staff coaching and other resources to clarify and support faithful use of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Models the application of the seven-step cycle in systemwide professional learning. Provides system and school leaders coaching and other resources to clarify and support faithful use of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Models the application of the seven-step cycle of continuous improvement in systemwide professional learning. Provides system or school leaders coaching and other resources to clarify and support faithful use of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Models the application of the seven-step cycle of continuous improvement in systemwide professional learning. 	<ul style="list-style-type: none"> Fails to apply the 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"> Requires and contributes to the development of systemwide principles for and a definition of collective responsibility. Showcases examples and impact of system- and school-level practices of collective responsibility. Identifies and challenges system and school practices and policies that contradict the shared principles and definition of collective responsibility. Supports staff to overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> Requires and contributes to the development of systemwide principles for and a definition of collective responsibility. Showcases examples and impact of system- or school-level practices of collective responsibility. Identifies and challenges system or school practices and policies that contradict the shared principles and definition of collective responsibility. Supports system or school leaders to overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> Requires the development of system-wide principles for and a definition of collective responsibility. Showcases examples and impact of system- or school-level practices of collective responsibility. Identifies policies and practices that are barriers to collective responsibility. 	<ul style="list-style-type: none"> Showcases examples and impact of system- or school-level practice of 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 multiple learning communities within the system. Participates routinely in multiple learning communities beyond the system. Makes public own learning and resulting actions as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. Participates routinely in a learning community beyond the system. Makes public own learning and resulting actions as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. Participates routinely in a learning community beyond the system. Makes available to interested staff and board members own learning and resulting actions as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. 	<ul style="list-style-type: none"> Participates sporadically in a learning community within or beyond the system. 	<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
Desired outcome 1.3.1: Aligns professional learning with system and school goals.					
<ul style="list-style-type: none"> Develops, with staff, expectations that individual, team, school-wide, and systemwide professional learning aligns with system and school goals. Requires and oversees the development of a systemwide professional learning plan that includes the theory of change and/or logic model. Verifies, with system and school leaders, the alignment of individual, team, school, and system professional learning goals and plans with bureau, system, and school goals. Aligns own professional learning goals and plan with system goals. 	<ul style="list-style-type: none"> Develops, with system and school leaders, expectations that individual, team, school-wide, and systemwide professional learning aligns with system and school goals. Requires the development of a system-wide professional learning plan that includes the theory of change and/or logic model. Aligns own professional learning goals and plan with system goals. 	<ul style="list-style-type: none"> Develops, with system or school leaders, expectations that individual, team, school-wide, and systemwide professional learning aligns with system and school goals. Reviews the systemwide professional learning plan. Aligns own professional learning goals with system goals. 	<ul style="list-style-type: none"> Develops, with system or school leaders, expectations that individual, team, school-wide, and systemwide professional learning aligns with bureau, system, and school goals. Aligns own professional learning goals with system goals. 	<ul style="list-style-type: none"> Aligns own professional learning goals with system and school goals. 	<ul style="list-style-type: none"> Fails to align professional learning goals and plan with system goals.

1.3 Create alignment and accountability

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 1.3.2: Monitors the use of the cycle of continuous improvement to achieve professional learning goals.</p>					
<ul style="list-style-type: none"> Requires individual, team, schoolwide, and systemwide use of the seven-step cycle of continuous improvement to achieve professional learning goals. Requires assessment of fidelity of systemwide and schoolwide use of seven-step cycle of continuous improvement. Provides system and school leaders additional professional learning and support to refine use of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Requires system and school leaders to use the seven-step cycle of continuous improvement to achieve professional learning goals. Requires assessment of fidelity of systemwide and schoolwide use of seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Requires system and school leaders to use the seven-step cycle of continuous improvement to achieve professional learning goals. Reviews reports about systemwide or schoolwide use of the seven-step cycle of continuous improvement to achieve professional learning goals. 	<ul style="list-style-type: none"> Shares expectations for individual, team, schoolwide, and systemwide use of the seven-step cycle of continuous improvement to achieve professional learning goals. 	<ul style="list-style-type: none"> Fails to monitor the fidelity of implementation of the cycle of continuous improvement. 	

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 mastery. Asks for constructive feedback from school board and staff. Participates in and models 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 mastery. Participates in and models continuous professional learning with follow-up and coaching. 	<ul style="list-style-type: none"> Shares publicly own professional learning goals. Participates in and models 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 related to leadership of professional learning. Requires staff, school and system leaders, and aspiring leaders to develop knowledge and skills related to leadership of professional learning. Coaches system and school leaders to lead professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills related to leadership of professional learning. Requires system and school leaders and aspiring leaders to develop knowledge and skills related to leadership of professional learning. Coaches system and school to lead professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills related to leadership of professional learning. Recommends that system and school leaders develop knowledge and skills related to leadership of professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills related to leadership of professional learning. Recommends that system and school leaders develop knowledge and skills related to leadership of professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills related to leadership of professional learning. 	<ul style="list-style-type: none"> Fails to develop own and system and school leaders' knowledge and skills related to 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 board and staff, the Standards for Professional Learning in decision making about professional learning. Requires that staff develop and apply the Standards for Professional Learning in decision making about professional learning. Stays abreast of new research and information about professional learning. 	<ul style="list-style-type: none"> Studies and applies, with staff, the Standards for Professional Learning in decision making about professional learning. Requires that system and school leaders develop and apply the Standards for Professional Learning in decision making about professional learning. 	<ul style="list-style-type: none"> Studies the Standards for Professional Learning in decision making about professional learning. Recommends that system and school leaders develop and apply the Standards for Professional Learning in decision making about professional learning. 	<ul style="list-style-type: none"> Studies the Standards for Professional Learning. Shares with staff the Standards for Professional Learning. 	<ul style="list-style-type: none"> Reads the Standards for Professional Learning. Shares with staff 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"> Recommends adoption of the Standards for Professional Learning. Acknowledges accountability for the quality and results of professional learning. 	<ul style="list-style-type: none"> Recommends adoption of the Standards for Professional Learning. Acknowledges accountability for the quality and results of professional learning. 	<ul style="list-style-type: none"> Recommends adoption of the Standards for Professional Learning. Acknowledges accountability for the quality and results of 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, using multiple examples, the connection between professional learning and student learning to staff, public officials, community members, and partners. 	<ul style="list-style-type: none"> Explains, using multiple examples, the connection between professional learning and student learning to staff. 	<ul style="list-style-type: none"> Explains, using an example, the connection between professional learning and student learning to system and school leaders. 	<ul style="list-style-type: none"> Explains the connection between professional learning and student learning to system and school leaders. 	<ul style="list-style-type: none"> Fails to explain the connection between professional learning and 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, community members, 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 to staff. 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 to system and school leaders. Advocates system and school conditions and procedures necessary for effective individual, team, school, and system professional learning. 	<ul style="list-style-type: none"> Promotes 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"> Establishes and monitors system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). Requires staff to assess and improve conditions for effective program-specific professional learning. 	<ul style="list-style-type: none"> Establishes and monitors system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). Requires system and school leaders to assess and improve conditions for effective program-specific professional learning. 	<ul style="list-style-type: none"> Establishes system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). Monitors conditions for effective program-specific professional learning. 	<ul style="list-style-type: none"> Describes system and school conditions for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). 	<ul style="list-style-type: none"> Fails to influence system and school conditions to support effective professional learning. 	
Desired outcome 2.3.2: Builds capacity for skillful collaboration.					
<ul style="list-style-type: none"> Requires the development of system-wide agreements for collaborative work. Creates and maintains systemwide agreements for collaborative work. Develops own, staff, and school board collaboration and facilitation skills. Develops own, staff, and school board capacity to surface assumptions and resolve conflict. 	<ul style="list-style-type: none"> Requires the development of system-wide agreements for collaborative work. Creates and maintains systemwide agreements for collaborative work. Develops own and staff collaboration and facilitation skills. Develops own and system and school leader capacity to surface assumptions and resolve conflict. 	<ul style="list-style-type: none"> Requires the development of system-wide agreements for collaborative work. Creates and maintains systemwide agreements for collaborative work. Develops own collaboration and facilitation skills. Develops own capacity to surface assumptions and resolve conflict. 	<ul style="list-style-type: none"> Recommends system-wide agreements for collaborative work. Maintains systemwide agreements for collaborative work. Develops own collaboration and facilitation skills. 	<ul style="list-style-type: none"> Develops own collaboration and facilitation skills. Maintains systemwide agreements for collaborative work. 	<ul style="list-style-type: none"> Fails to prepare and support staff for collaborative work.

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.3.3: Cultivates and maintains a collaborative culture.					
<ul style="list-style-type: none"> Models collaboration in all interactions with staff, school board, and community. Requires staff to cultivate collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. Sets expectation that staff assess culture to make improvements. Identifies and addresses, with staff, assumptions and barriers to collaboration. 	<ul style="list-style-type: none"> Models collaboration in all interactions with staff and school board. Requires that system and school leaders cultivate collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. Identifies and addresses, with system and school leaders, assumptions and barriers to collaboration. 	<ul style="list-style-type: none"> Models collaboration in all interactions with staff. Supports system and school leaders to cultivate collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. Identifies and addresses assumptions and barriers to collaboration. 	<ul style="list-style-type: none"> Models collaboration in interactions with staff. Recommends that system and school leaders cultivate collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. 	<ul style="list-style-type: none"> Shares information about collaborative cultures to support collaborative learning and work. 	<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"> Requires a systemwide definition of resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use for professional learning. Reports on available resources for professional learning within the system and across schools according to shared definition. Approves systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Requires a systemwide definition of resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use for professional learning. Approves systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Requires a systemwide definition of resources, including staff, materials, technology, funding, and time for professional learning. Approves systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Approves the definition of resources, including staff, materials, technology, funding, and time for professional learning. Recommends systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Defines funding as the only resource for professional learning. Recommends systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Fails to define resources for professional learning.

SUPERINTENDENT / 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 3.1.2: Allocates human and fiscal resources for professional learning to align with high-priority student and educator learning needs.					
<ul style="list-style-type: none"> Develops a budget that allocates a minimum of 10% of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. Advocates and recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources. Advocates and recommends a coach-staff allocation of 1 coach for 200 students. Advocates and recommends 30% of investments in instructional technology be allocated for professional learning. Explains decisions about resource allocation using evidence. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. Recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources. Recommends a coach-staff allocation of 1 coach for 200 students. Recommends 30% of investments in instructional technology be allocated for professional learning. Explains decisions about resource allocation using evidence. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. Recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. 	<ul style="list-style-type: none"> Fails to allocate resources for professional learning.

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"> Requires that school-day schedules include collaborative, job-embedded professional learning several times each week. Oversees the development of and recommends to school board an annual calendar to support effective professional learning. Advocates time for collaborative, job-embedded professional learning as a priority investment to staff, board, parents, and community members. 	<ul style="list-style-type: none"> Requires that school-day schedules include collaborative, job-embedded professional learning several times each week. Oversees the development of an annual calendar to support effective professional learning. Advocates time for collaborative, job-embedded professional learning as a priority investment to staff and board. 	<ul style="list-style-type: none"> Supports school-day schedules include collaborative, job-embedded professional learning several times each week. Recommends to school board an annual calendar to support effective professional learning. 	<ul style="list-style-type: none"> Recommends 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"> Advocates and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. Oversees the development of and recommends a multiyear professional learning resource plan that differentiates support for full implementation. 	<ul style="list-style-type: none"> Recommends and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. Submits a multiyear professional learning resource plan that differentiates support for full implementation 	<ul style="list-style-type: none"> Advocates a multiple years to support full implementation of professional learning. 	<ul style="list-style-type: none"> Fails to budget for support needed for implementation of professional learning. 		

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"> Oversees the development of a comprehensive system to track and monitor resources for professional learning. Prepares and presents annual report that addresses equitable distribution of resources, the effectiveness and efficiency of the resource investment, and recommendations for adjusting resources for investment in professional learning. Questions decisions to divert resources for professional learning to other areas. 	<ul style="list-style-type: none"> Oversees a comprehensive system to track and monitor resources for professional learning. Prepares and presents annual report that addresses equitable distribution of resources, the effectiveness and efficiency of the resource investment, and recommendations for adjusting resources for investment in professional learning. 	<ul style="list-style-type: none"> Prepares and presents annual report that addresses equitable distribution of resources and the effectiveness and efficiency of the resource investment. 	<ul style="list-style-type: none"> Prepares and presents annual report on professional learning resource use. 	<ul style="list-style-type: none"> Fails to monitor resources for professional learning. 	

3.3 Coordinate resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 3.3.1: Leverages resources to achieve professional learning goals.					
<ul style="list-style-type: none"> Approves the realignment of existing resources to address high-priority student and educator learning needs. Advocates and seeks external resources to support high-priority student and educator learning needs. Requires the implementation of a learning management system that makes resources for professional learning accessible by individuals, teams, and schools. Oversees and approves the development of a process to review third-party and other resources for professional learning. 	<ul style="list-style-type: none"> Approves the realignment of existing resources to address high-priority student and educator learning needs. Advocates and seeks external resources to support high-priority student and educator learning needs. Requires the implementation of a learning management system that makes resources for professional learning accessible by individuals, teams, and schools. Oversees and approves the development of a process to review third-party and other resources for professional learning. 	<ul style="list-style-type: none"> Supports realignment of existing resources to address high-priority student and educator learning needs. Advocates external resources to support high-priority student and educator learning needs. Supports the implementation of a learning management system that makes resources for professional learning accessible by individuals, teams, and schools. Supports the development of a process to review third-party and other resources for professional learning. 	<ul style="list-style-type: none"> Advocates external resources to support high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Fails to develop and implement a resource plan for professional learning. 	

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 knowledge and skills to access, organize, display, analyze, and interpret system and school data from multiple sources to make decisions about professional learning. Requires staff to develop knowledge and skills to access, organize, display, analyze, and interpret system and school data from multiple sources to make system and school decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, display, analyze, and interpret system and school data from multiple sources to make decisions about professional learning. Requires system and school leaders to develop knowledge and skills to access, organize, display, analyze, and interpret system and school data from multiple sources to make system or school decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, display, analyze, and interpret system data to make decisions about professional learning. Oversees the development of system or school leaders' knowledge and skills to access, organize, display, analyze, and interpret system data from multiple sources to make system decisions about professional learning. 	<ul style="list-style-type: none"> Develops knowledge and skills to access, organize, display, analyze, and interpret system data to make decisions about professional learning. 	<ul style="list-style-type: none"> Fails to develop own and staff knowledge and skills to access, organize, display, analyze, and interpret data. 	
Desired outcome 4.1.2: Links student, educator, and system data to inform professional learning decisions.					
<ul style="list-style-type: none"> Identifies, with staff, formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Identifies, with system and school leaders, formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Identifies, with system or school leaders, formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Identifies formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Fails to identify formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	

4.1 Analyze student, educator, and system data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.1.3: Analyzes and interprets multiple sources of student, educator, and system data to determine professional learning needs.</p>					
<ul style="list-style-type: none"> Analyzes, with staff, formative and summative, quantitative and qualitative, student, educator, and system data to make predictions, observations, and inferences and to decipher trends, patterns, outliers, and root causes from the data to determine professional learning needs. Analyzes, with school board, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Analyzes, with system and school leaders, formative and summative, quantitative and qualitative, student, educator, and system data to make predictions, observations, and inferences and to decipher trends, patterns, outliers, and root causes from the data to determine professional learning needs. Discusses, with school board, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Analyzes, with system or school leaders, formative and summative, quantitative and qualitative, student, educator, and system data to make predictions, observations, and inferences and to decipher trends, patterns, outliers, and root causes from the data to determine professional learning needs. Presents, to school board, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Delegates analysis of formative and summative, quantitative and qualitative, student, educator, and system data to make predictions, observations, and inferences and to decipher trends, patterns, outliers, and root causes from the data to determine professional learning needs. 	<ul style="list-style-type: none"> Fails to analyze formative and summative, quantitative and qualitative, student, educator, and system 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"> Requires and oversees the development of a plan for systematic review of progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Requires the plan for systematic review of progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Reviews plan for systematic review of progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Fails to identify system to measure 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"> Reviews, with school board and staff, formative reports of progress toward professional learning benchmarks and goals. Discusses with staff recommendations to alleviate barriers to achieving professional learning benchmarks and goals. Celebrates progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Reviews, with system and school leaders, formative reports of progress toward professional learning benchmarks and goals. Discusses with staff recommendations to alleviate barriers to achieving professional learning benchmarks and goals. Celebrates progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Reviews, with system or school leaders, formative reports of progress toward professional learning benchmarks and goals. Reviews staff recommendations to alleviate barriers to achieving professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Reviews formative reports of progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Fails to review reports of formative data that mark progress toward 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"> Requires and oversees a summative evaluation plan and report that address the quality of effective professional learning as indicated by both the Standards for Professional Learning and the results, i.e. changes in educator practice; student learning; and system and school culture, structures, policies, and processes. Discusses, with staff and school board, summative evaluation report that addresses the quality of professional learning as indicated by both the Standards for Professional Learning and the results of professional learning, i.e. changes in educator practice; student learning; and system and school culture, structures, policies, and processes. Communicates the findings of the summative evaluation of professional learning to staff, school board, parents, students, and community members. 	<ul style="list-style-type: none"> Requires summative evaluation plan and report that address the quality of effective professional learning as indicated by both the Standards for Professional Learning and the results, i.e. changes in educator practice; student learning; and system and school culture, structures, policies, and processes. Discusses, with staff and school board, summative evaluation report that addresses the quality of professional learning as indicated by both the Standards for Professional Learning and the results of professional learning, i.e. changes in educator practice; student learning; and system and school culture, structures, policies, and processes. Communicates the findings of the summative evaluation of professional learning to staff and school board. 	<ul style="list-style-type: none"> Requires summative evaluation plan and report that address the quality of effective professional learning as indicated by both the Standards for Professional Learning and the results, i.e. changes in educator practice; student learning; and system and school culture, structures, policies, and processes. Reviews summative evaluation report that addresses the quality of professional learning as indicated by both the Standards for Professional Learning and the results of professional learning, i.e. changes in educator practice; student learning; and system and school culture, structures, policies, and processes. Communicates the findings of the summative evaluation of professional learning to system and school leaders. 	<ul style="list-style-type: none"> Recommends summative evaluation plan and report that addresses the quality of effective professional learning as indicated by both the Standards for Professional Learning and the results, i.e. changes in educator practice; student learning; and system and school culture, structures, policies, and processes. Shares summative evaluation report. 	<ul style="list-style-type: none"> Fails to evaluate the effectiveness and results of professional learning. 	

4.3 Evaluate professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.3.2: Uses evaluation results to improve professional learning.					
<ul style="list-style-type: none"> Analyzes, with staff, formative and summative evaluation results to identify needed improvements in professional learning. Discusses, with school board, needed improvements in professional learning. Requires staff to apply evaluation results to future plans for system and school professional learning. 	<ul style="list-style-type: none"> Analyzes, with system and school leaders, formative and summative evaluation results to identify needed improvements in professional learning. Discusses, with school board, needed improvements in professional learning. Requires system and school leaders to apply evaluation results to future plans for system and school professional learning. 	<ul style="list-style-type: none"> Analyzes, with system or school leaders, formative and summative evaluation results to identify needed improvements in professional learning. Supports system and school leaders to apply evaluation results to future plans for system and school professional learning. 	<ul style="list-style-type: none"> Shares the evaluation findings and recommendations for improvement with staff. 	<ul style="list-style-type: none"> Fails to report or use evaluation results to improve professional learning. 	

SUPERINTENDENT / 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 theories, research, and models of adult learning.</p>					
<ul style="list-style-type: none"> • Studies research, theories, and models of adult learning. • Requires staff to 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. • Requires system and school leaders to 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. • Requires system and school leaders to 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 add to own or others' knowledge base about learning theories, research, and models. 	

5.2 Select learning designs					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.1: Applies knowledge to the selection of learning designs.					
<ul style="list-style-type: none"> Requires staff to apply research, theories, and models of adult learning and prioritize school and system factors that influence learning when selecting professional learning. 	<ul style="list-style-type: none"> Requires system or school leaders to apply research, theories, and models of adult learning and prioritize school and system factors that influence learning when selecting professional learning. 	<ul style="list-style-type: none"> Considers how system and school leaders apply research, theories, and models of adult learning and prioritize school and system factors that influence learning when selecting professional learning. 	<ul style="list-style-type: none"> Develops the capacity to identify factors that influence professional learning. 	<ul style="list-style-type: none"> Fails to develop and share knowledge about factors that influence selection of professional learning. 	
Desired outcome 5.2.2: Implements appropriate learning designs.					
<ul style="list-style-type: none"> Uses appropriate in-person, blended, and online learning designs during meetings and professional learning with staff and school board. Requires staff to implement appropriate in-person, blended, and online learning designs to achieve professional learning goals. Questions inappropriate use of learning designs. 	<ul style="list-style-type: none"> Uses appropriate in-person, blended, and online learning designs during meetings and professional learning with staff and school board. Requires system or school leaders to implement appropriate in-person, blended, and online learning designs to achieve professional learning goals. 	<ul style="list-style-type: none"> Uses appropriate in-person, blended, and online learning designs during meetings and professional learning with staff and school board. Recommends that system or school leaders implement appropriate in-person, blended, and online learning designs to achieve professional learning goals. 	<ul style="list-style-type: none"> Recommends that system or school leaders implement appropriate in-person, blended, and online learning designs to achieve professional learning goals. 	<ul style="list-style-type: none"> Fails to implement appropriate learning designs for professional learning. 	

SUPERINTENDENT / 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 individual, team, school, and system professional learning. • Sets and explains expectation that staff engage actively in individual, team, school, and system professional learning. 	<ul style="list-style-type: none"> • Participates actively in individual, team, school, and system professional learning. • Sets and explains expectation that staff engage actively in individual, team, school, and systemwide professional learning. 	<ul style="list-style-type: none"> • Participates actively in individual, team, school, and system professional learning. • Sets expectation that staff engage actively in individual, team, school, and system professional learning. 	<ul style="list-style-type: none"> • Participates actively in individual, team, school, and system professional learning. 	<ul style="list-style-type: none"> • Fails to model and promote active engagement. 	

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"> Reviews research and studies exemplary change practices and resources (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to lead the change process. Discusses research and exemplary change practices with the school board. Shares and cites relevant research and evidence when managing change process. 	<ul style="list-style-type: none"> Reviews research and studies exemplary change practices and resources (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to lead the change process. Discusses research and exemplary change practices with the school board. 	<ul style="list-style-type: none"> Reviews research and studies exemplary change practices and resources (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to lead the change process. 	<ul style="list-style-type: none"> Reads articles, papers, and reports about the change process. 	<ul style="list-style-type: none"> Fails to engage in ongoing professional learning about 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"> Requires staff to apply change research and exemplary practices in system and school change efforts. Uses, with staff, change research to make decisions about implementation of professional learning. Demonstrates patience and perseverance to support staff throughout the change process. Stays current on status of implementation and responds to concerns. 	<ul style="list-style-type: none"> Requires system and school leaders to apply change research and exemplary practices in system and school change efforts. Uses, with system and school leaders, change research to make decisions about implementation of professional learning. Demonstrates patience and perseverance to support system and school leaders throughout the change process. Stays current on status of implementation and responds to concerns. 	<ul style="list-style-type: none"> Recommends that staff apply change research and exemplary practices in system and school change efforts. Uses change research to make decisions about implementation of professional learning. Stays current on status of implementation. 	<ul style="list-style-type: none"> Uses change research to make decisions about implementation of professional learning. 	<ul style="list-style-type: none"> Fails to apply change research 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"> • Demonstrates belief in educators' ability and willingness to be effective. • Requires that multiple forms and types of differentiated support necessary for implementation be embedded in the system plan for professional learning. 	<ul style="list-style-type: none"> • Requires that multiple forms and types of differentiated support necessary for implementation be embedded in the system plan for professional learning. 	<ul style="list-style-type: none"> • Recommends that multiple forms and types of differentiated support necessary for implementation be embedded in the system plan for professional learning. 	<ul style="list-style-type: none"> • Fails to provide 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 and explains to school board and staff that change requires three to five years of sustained support for full implementation. • Provides staff with three to five years of differentiated support for full implementation. 	<ul style="list-style-type: none"> • Advocates that change requires three to five years of sustained support for full implementation. • Requires system and school leaders to provide three to five years of differentiated support for full implementation. 	<ul style="list-style-type: none"> • Recommends that system and school leaders provide three to five years of differentiated support for full implementation. 	<ul style="list-style-type: none"> • Fails to provide support for implementation of professional learning. 		

SUPERINTENDENT / 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 own knowledge and skills to give and receive constructive feedback. Gives to and seeks from school board and staff feedback to strengthen application of professional learning. Requires staff to and recommends that school board develop the capacity to give and receive constructive feedback. 	<ul style="list-style-type: none"> Develops own knowledge and skills to give and receive constructive feedback. Gives to and seeks from system and school leaders feedback to strengthen application of professional learning. Requires system and school leaders to develop the capacity to give and receive constructive feedback. 	<ul style="list-style-type: none"> Develops own knowledge and skills to give and receive constructive feedback. Gives feedback to system and school leaders to strengthen application of professional learning. Recommends that staff develop the capacity to give and receive constructive feedback. 	<ul style="list-style-type: none"> Develops own knowledge and skills to give and receive constructive feedback. Gives feedback to system or school leaders to strengthen application of professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills to give and receive constructive feedback. 	<ul style="list-style-type: none"> Fails to develop own and staff 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"> Requires and oversees the development of system procedures, technologies, and schedules for giving and receiving constructive feedback. Analyzes, with staff, feedback data about implementation of professional learning to improve individual, team, school and system support. Shares summary of feedback with school board. 	<ul style="list-style-type: none"> Requires the development of system procedures, technologies, and schedules for giving and receiving constructive feedback. Analyzes and shares, with school and system leaders, feedback data about implementation of professional learning to improve individual, team, school and system support. 	<ul style="list-style-type: none"> Recommends the development of system procedures, technologies, and schedules for giving and receiving constructive feedback. Reviews feedback data about implementation of professional learning to improve individual, team, school and system support. 	<ul style="list-style-type: none"> Reviews feedback data about implementation of professional learning to improve individual, team, and school and system support. 	<ul style="list-style-type: none"> Fails to uses feedback on implementation of professional learning. 	

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"> Requires staff to use educator performance standards to identify professional learning needs and goals. Requires staff to use educator performance standards to inform decisions about professional learning content. Facilitates discussion with school board and staff about the relationship between professional learning and educator performance standards. 	<ul style="list-style-type: none"> Requires system and school leaders to use educator performance standards to identify professional learning needs and goals. Requires system and school leaders to use educator performance standards to inform decisions about professional learning content. Facilitates discussion with school board and system and school leaders about the relationship between professional learning and educator performance standards. 	<ul style="list-style-type: none"> Recommends that system and school leaders use educator performance standards to inform decisions about professional learning needs and goals. Describes to school board the relationship between professional learning and educator performance standards. 	<ul style="list-style-type: none"> Fails to use educator performance standards to identify needs for professional learning. 		

7.1 Meet performance standards

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 7.1.2: Engages in professional learning to meet own performance standards.					
<ul style="list-style-type: none"> • Develops knowledge about own role-specific expectations, responsibilities, and performance standards. • Engages in professional learning to develop knowledge, skills, practices, and dispositions reflected in own 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 own performance standards. • Engages in professional learning to develop knowledge, skills, practices, and dispositions reflected in own performance standards. • Practices skills until mastery is achieved. • Engages in coaching, feedback, and reflection on own leadership performance. 	<ul style="list-style-type: none"> • Studies own performance standards. • Engages in professional learning to develop skills and practices reflected in own performance standards. • Practices skills until mastery is achieved. 	<ul style="list-style-type: none"> • Reads own performance standards. • Engages in professional learning to develop skills and practices reflected in own performance standards. 	<ul style="list-style-type: none"> • Fails to engage in professional learning related to performance standards. 	

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.					
<ul style="list-style-type: none"> Requires staff to use student learning outcomes to identify needs and goals for professional learning. Requires staff to use student learning outcomes to inform decisions about professional learning content. Facilitates discussion with school board and staff about the relationship between professional learning and student learning outcomes. 	<ul style="list-style-type: none"> Requires system and school leaders to use student learning outcomes to identify needs and goals for professional learning. Requires system and school leaders to use student learning outcomes to inform decisions about professional learning content. Facilitates discussion with school board and system and school leaders about the relationship between professional learning and student learning outcomes. 	<ul style="list-style-type: none"> Recommends that system and school leaders use student learning outcomes to identify needs and goals for professional learning. Describes to school board the relationship between professional learning and student learning outcomes. 	<ul style="list-style-type: none"> Fails to use student learning outcomes to identify needs for professional learning. 		
Desired outcome 7.2.2: Engages in professional learning to increase student results.					
<ul style="list-style-type: none"> Engages in professional learning, coaching, feedback, and reflection to improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Engages in professional learning, coaching, and reflection to improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Engages in professional learning and reflection to analyze and improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Engages in professional learning to improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Fails to engage in professional learning related to student learning outcomes. 	

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.

