



LAUNCH

AN ANALYSIS OF PROFESSIONAL LEARNING

Three facts are at work in almost every state and school system.

- Resources are limited.
- Major changes are underway that affect teaching and learning.
- Professional learning is essential for continuous improvement.

Regular and rigorous analysis of professional learning, guided with tools and recommended processes that are based on data, gives education

decision-makers essential information for continuous improvement of the effectiveness, efficiency, and equity of professional learning.

Launching the analysis process includes identifying the team of individuals who will oversee and conduct the analysis as well as organizing the work, timeline, and support needed to accomplish the review.

The following tools can assist this process.

TOOL 1: RECOMMENDED MEMBERSHIP OF PROFESSIONAL LEARNING INITIATIVE ANALYSIS TEAM

Use the lists below to assist you in identifying representative members of your professional learning initiative analysis team.

LOCAL SCHOOL SYSTEM	
District administrative team	
Local school board	
School system central office staff who lead, facilitate, provide, oversee, monitor, or support professional learning	
Local teacher and principal/supervisor associations	
Teachers at multiple levels and disciplines	
Principals from schools with diverse locations, size, and student demographics	
Support or classified staff with diverse responsibilities	
Institutions of higher education in partnership with the school system	
Regional education agency	
Third-party providers who currently provide services to the district	
EDUCATION AGENCY	
Department of education executive staff	
Department of education departments governed by professional learning policies and those providing professional learning	
Local school systems: <ul style="list-style-type: none"> • Superintendents from districts that differ in location, student demographics, and size; • Central office from different roles; • Principals from schools at all levels, size, and locations; • Teachers from multiple disciplines and levels, teacher leaders with diverse responsibilities, resource staff with diverse responsibilities 	
State teacher and principal/supervisor associations	
Support staff with diverse responsibilities from within the department of education and regional and local education agencies	
Regional education agencies	
Professional associations within the state	
Institutions of higher education	
Third-party providers within the state	

TOOLS

TOOL 2: PROFESSIONAL LEARNING INITIATIVE ANALYSIS TEAM MATRIX

Use this matrix to cross-reference recommended members for the professional learning initiative analysis team. Adapt the criteria across the top row to align with the purpose and goals of the initiative analysis process.

NAME	Role in school/system	Role in professional learning initiative				Professional learning provider		Role external to school or system		Other
		Director/manager	Principal or teacher leader	Teacher / non-instructional staff	Support staff	Internal	External	Policymaker/decision-maker	Stakeholder	

TOOL 3: PROFESSIONAL LEARNING INITIATIVE ANALYSIS TEAM CHARGE STATEMENT

SAMPLE CHARGE STATEMENTS

1 PURPOSE/OBJECTIVES
The reason the group is forming; what the group is to accomplish.

- Examples:
- To align professional learning with high-priority needs.
 - To ensure effectiveness, efficiency and equity in professional learning.
 - To improve accountability for professional learning.
 - To study what other schools and districts have done to craft time for job-embedded professional learning.

2 LEVEL OF AUTHORITY
The extent to which the group can make and/or implement decisions without others' approval.

- Examples:
- The team has the authority to act only with the prior approval of the superintendent or school board.
 - The team will offer to the district leadership team recommendations that have been reviewed by stakeholder groups and revised based on input.
 - The team has the authority to make a recommendation to the district leadership team.

3 COMMUNICATION
Who needs to be kept informed, in what form, and how often.

- Examples:
- The team collects input and feedback from stakeholders (teachers, school administrators, central office staff, vendors, professional associations that provide professional learning, etc.).
 - The team provides monthly updates at staff meetings.
 - The team publishes its agenda and minutes.

4 TIME REQUIREMENT
Expectations for amount of meeting time.

- Examples:
- The team will present its revised and final recommendations by May 1.
 - The team will meet at least monthly between October and April.

TOOLS

TOOL 3, CONTINUED: PROFESSIONAL LEARNING INITIATIVE ANALYSIS TEAM CHARGE STATEMENT

SAMPLE CHARGE STATEMENTS	
5	<p>RESOURCES AVAILABLE Amount of money, time, and materials for the group to use with or without prior approval.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Each team member receives released time from his/her position to serve. • Internet access, printing costs, and meeting refreshments are provided from the professional learning budget. • The team will have secretarial support as needed for creating monthly updates, recommendations, and compiling stakeholder feedback.
6	<p>MEMBERSHIP REQUIREMENTS Who needs to participate, how membership in groups will be decided.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Members will include participants in professional learning, professional learning program directors and managers, professional learning providers, and teachers and school and district leaders. • Representatives will be included from each grade level or department. • Parent representatives will be included. • Students will be included (when appropriate).
7	<p>ACCOUNTABILITY/EXPECTATIONS Results, impact, accomplishments.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Team’s recommendations will include which of the existing professional learning initiatives align with the district’s top-level priorities. • Team recommendations will address how to repurpose resources allocated to professional learning to meet all identified needs for full implementation of Common Core standards. • Team recommendations will include analysis of the effectiveness, efficiency, and equity of the professional learning initiatives. • The team will make a report to the school board that includes recommendations, rationale, feedback received, adjustments made, and a plan for collecting information concerning the effectiveness of a new schedule that supports the use of job-embedded professional learning.

Source: These tools are adapted from *Professional Learning Initiative Analysis: A Workbook for States and Districts* (Learning Forward, 2013) and *Becoming a Learning School* (Learning Forward, 2009).