learning forward
THE PROFESSIONAL LEARNING ASSOCIATION

STANDARDS
INTO PRACTICE

CENTRAL OFFICE

Innovation Configuration Maps for
Standards for Professional Learning

THE PROFESSIONAL LEARNING ASSOCIATION

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Note: This Innovation Configuration map for Central Office staff is excerpted from a previously published volume that includes IC maps for three other roles.

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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.

Contents

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 improveme			
• 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.	• 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.	• 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.	• Develops knowledge about the s cycle of co improveme

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 le			
• 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.	• 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.	• 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.	• Facilitate to apply th cycle of co improveme in professio

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

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.

REFERENCES

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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

Central Office

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

CENTRAL OFFICE / Learning Communities

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.					
• 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.	• 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.	• 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.	• Develops own knowledge and skills about the seven-step cycle of continuous improvement.	• 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.					
• 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.	• 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.	• 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.	• Facilitates participants to apply the seven-step cycle of continuous improvement with fidelity in professional learning.	• Fails to apply the seven-step cycle of continuous improvement.	

1.2 Develop collective responsibility

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.2.1: Advances collective responsibility.						
	• Applies system principles for and definition of collective responsibility. • Showcases examples and impact of collective responsibility. • Identifies and challenges practices that contradict the shared assumptions and definition of collective responsibility. • Supports staff and participants to overcome barriers to collective responsibility.	• Applies system principles for and definition of collective responsibility. • Showcases examples of collective responsibility. • Identifies and challenges practices that contradict the definition of collective responsibility. • Supports staff and participants to overcome barriers to collective responsibility.	• Applies system principles for and definition of collective responsibility. • Showcases examples of collective responsibility. • Supports participants to overcome barriers to collective responsibility.	• Showcases program evidence of collective responsibility.	• Fails to address collective responsibility.	
Desired outcome 1.2.2: Models collective responsibility by participating in learning communities.						
	• Participates routinely in multiple learning communities within the system. • Participates routinely in multiple learning communities beyond the system. • Shares, with staff and participants, own learning as a member of learning communities.	• Participates routinely in a learning community within the system. • Participates routinely in a learning community beyond the system. • Shares, with staff or participants, own learning as a member of learning communities.	• Participates routinely in a learning community within the system. • Participates routinely in a learning community beyond the system.	• Participates routinely in a learning community within the system.	• Participates sporadically in a learning community within or beyond the system.	• 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 school and system goals.					
• Contributes, with staff and others, to the development of systemwide professional learning goals and plan that includes the theory of change and/or logic model. • Analyzes, with staff and others, system and school professional learning goals to support the development of school, team, and individual professional learning plans. • Aligns own professional learning with systemwide professional learning goals.	• Contributes, with staff or others, to the development of systemwide professional learning goals and plan that includes the theory of change and/or logic model. • Analyzes, with staff or others, professional learning goals to develop professional learning plans. • Aligns individual, team, and school professional learning with systemwide priorities. • Aligns own professional learning with systemwide professional learning goals.	• Contributes to the development of system-wide professional learning goals and plan. • Analyzes professional learning goals to develop professional learning plans. • Aligns own professional learning with systemwide professional learning goals.	• Analyzes school and systemwide goals to develop professional learning goals and plan. • Aligns own professional learning with systemwide professional learning goals.	• Aligns own professional learning with systemwide professional learning goals.	• Fails to align professional learning goals and plan to system goals.

1.3 Create alignment and accountability

Desired outcome 1.3.2: Monitors the use of the cycle of continuous improvement to achieve professional learning goals.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Reinforces expectations about individual, team, school, and system use of the seven-step cycle of continuous improvement to achieve professional learning goals. • Assesses the fidelity of staff and participant use of the seven-step cycle of continuous improvement to achieve professional learning goals. • Provides staff and participants additional professional learning and support to refine implementation of the seven-step cycle of continuous improvement.	• Reinforces expectations about individual, team, school, and system use of the seven-step cycle of continuous improvement to achieve professional learning goals. • Assesses the fidelity of participant use of the seven-step cycle of continuous improvement to achieve professional learning goals. • Provides participants additional professional learning and support to refine implementation of the seven-step cycle of continuous improvement.	• Reinforces expectations about individual, team, school, and system use of the seven-step cycle of continuous improvement to achieve professional learning goals. • Assesses the fidelity of participant use of the seven-step cycle of continuous improvement to achieve professional learning goals.	• Reinforces expectations about individual, team, school, and system use of the seven-step cycle of continuous improvement to achieve professional learning goals.	• Fails to monitor the fidelity of implementation of the seven-step cycle of continuous improvement.	

2.1 Develop capacity for learning and leading

Desired outcome 2.1.1: Commits to continuous professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Shares publicly own professional learning goals. • Persists with own professional learning until achieving mastery. • Asks for constructive feedback from supervisors, staff, peers, and participants. • Participates in and models continuous professional learning with follow-up and coaching.	• 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.	• Shares publicly own professional learning goals. • Participates in continuous professional learning with follow-up and coaching.	• Participates in a series of short-term professional learning activities on a variety of topics.	• Fails to commit to continuous professional learning.	

Desired outcome 2.1.2: Develops capacity to lead professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops own, staff, and participant knowledge and skills related to leading professional learning.	• Develops own and staff or participant knowledge and skills related to leading professional learning.	• Develops own knowledge and skills related to leading professional learning.	• Fails to develop staff and participant knowledge and skills related to leading 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.					
• Studies and applies, with staff and participants, the Standards for Professional Learning in decision making about professional learning. • Accesses and uses new research and information about effective professional learning on an ongoing basis.	• Studies and applies, with participants, the Standards for Professional Learning in decision making about professional learning. • Accesses and uses new research and information about effective professional learning on an ongoing basis.	• Studies and applies the Standards for Professional Learning. • Accesses and uses new research and information about effective professional learning on an ongoing basis.	• Reviews the Standards for Professional Learning.	• Makes decisions about professional learning without reference to the Standards for Professional Learning.	
Desired outcome 2.1.4: Coaches staff to lead professional learning.					
• Provides continuous coaching to staff and participants to be leaders of professional learning. • Monitors and supervises staff to be leaders of professional learning.	• Provides monthly coaching to staff and participants to be leaders of professional learning. • Monitors and supervises staff to be leaders of professional learning.	• Provides quarterly coaching to participants to be leaders of professional learning. • Supervises staff to be leaders of professional learning.	• Provides semiannual coaching to participants to be leaders of professional learning.	• Provides annual coaching to participants to be leaders of professional learning.	• Fails to provide coaching to staff or participants to be leaders of 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.					
• Explains, using multiple examples, the connection between professional learning and student learning to staff, participants, public officials, community members, and partners.	• Explains, using multiple examples, the connection between professional learning and student learning to staff and participants.	• Explains, using an example, the connection between professional learning and student learning to staff or participants.	• Explains the connection between professional learning and student learning to staff or participants.	• Fails to explain the connection between professional learning and student learning.	
Desired outcome 2.2.2: Advocates high-quality professional learning.					
• Promotes importance of high-quality professional learning to staff, participants, 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. • Identifies and challenges practices, experiences, and designs of ineffective professional learning and advocates improvements.	• Promotes importance of high-quality professional learning to staff and participants. • Advocates system and school conditions and procedures necessary for effective individual, team, school, and system professional learning. • Supports collaborative professional learning when challenged. • Identifies and challenges practices, experiences, and designs of ineffective professional learning.	• Promotes importance of high-quality professional learning to staff or participants. • Advocates system and school conditions and procedures necessary for effective individual, team, school, and system professional learning.	• Fails to promote high-quality professional learning.		

2.3 Create support systems and structures

Desired outcome 2.3.1: Influences systems and structures for effective professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Articulates responsibility for the quality and results of professional learning. • Contributes to the development of and monitors system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). • Supports staff and participants to assess and improve conditions for effective program-specific professional learning.	• Articulates responsibility for the quality and results of professional learning. • Contributes to the development of and monitors system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). • Supports staff to assess and improve conditions for effective program-specific professional learning.	• Articulates responsibility for the quality and results of professional learning. • Contributes to the development of and monitors system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). • Assesses and improves conditions for effective program-specific professional learning.	• Describes system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). • Assesses and improves conditions for effective program-specific professional learning.	• Describes system and school conditions necessary for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures).	• Fails to identify system and school conditions necessary to support effective professional learning.

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.3.2: Builds capacity for skillful collaboration.					
• Contributes to and maintains systemwide agreements for collaboration. • Develops own, staff, and participant collaboration and facilitation skills. • Provides feedback to staff to refine collaboration and facilitation skills. • Develops own and staff capacity to surface assumptions and resolve conflict.	• Contributes to and maintains systemwide agreements for collaboration. • Develops own and staff or participant collaboration and facilitation skills. • Provides feedback to staff and participants to refine collaboration and facilitation skills. • Develops own and staff or participant capacity to surface assumptions and resolve conflict.	• Contributes to and maintains systemwide agreements for collaboration. • Develops own collaboration and facilitation skills. • Provides feedback to participants to refine collaboration and facilitation skills. • Develops own and participant capacity to surface assumptions and resolve conflict.	• Maintains systemwide agreements for collaboration. • Develops own collaboration and facilitation skills. • Provides feedback to participants to refine collaboration and facilitation skills.	• Develops own collaboration and facilitation skills.	• Fails to prepare self or staff for collaborative work.
Desired outcome 2.3.3: Cultivates and maintains a collaborative culture.					
• Models collaboration in interactions with staff. • Supports staff and participants to cultivate collaborative cultures that include norms for high expectations, collective responsibility, mutual respect, and relational trust. • Identifies and addresses, with staff and participants, assumptions and barriers to maintaining a collaborative culture.	• Models collaboration in interactions with staff. • Supports staff and participants to cultivate collaborative cultures that include norms for high expectations, collective responsibility, mutual respect, and relational trust. • Identifies and addresses, with staff and participants, assumptions and barriers to maintaining a collaborative culture.	• Models collaboration in interactions with staff. • Cultivates collaborative cultures that include norms for high expectations, collective responsibility, mutual respect, and relational trust. • Identifies and addresses, with participants, assumptions and barriers to maintaining a collaborative culture.	• Models collaboration in interactions with staff and participants. • Shares information about collaborative cultures to support learning and collaborative work. • Identifies and addresses, with participants, assumptions and barriers to maintaining a collaborative culture.	• Shares information about collaborative cultures to support learning and collaborative work.	• 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
Desired outcome 3.1.1: Defines resources for professional learning.					
• Contributes to systemwide definition of resources for professional learning that include staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate use. • Identifies resources for professional learning according to the definition. • Contributes to the development of systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Contributes to systemwide definition of resources for professional learning that include staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate use. • Identifies resources for professional learning according to the definition. • Contributes to the development of systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Identifies resources for professional learning according to the definition. • Contributes to the development of systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs.	• Identifies resources for professional learning.	• Identifies funding as the only resource for professional learning.	• Fails to define resources for professional learning.

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

Desired outcome 3.1.2: Allocates human and fiscal resources for professional learning to align with high-priority student and educator learning needs.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops a budget that allocates a minimum of 10% of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Develops a budget that allocates a portion of program funds to professional learning.	• Fails to allocate resources for professional learning.
• Allocates resources for professional learning according to established resource plan for achieving program goals.	• Allocates resources for professional learning according to established resource plan for achieving program goals.	• Allocates resources for professional learning according to established resource plan for achieving program goals.	• 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.	• Recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources.	• 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.	• Recommends a coach-staff allocation of 1 coach for 200 students.				
• Advocates and recommends 30% of investments in instruction-al technology be allocated for professional learning.	• Recommends 30% of investments in instructional technology be allocated for professional learning.				
• Explains decisions about resource allocation using evidence.	• Explains decisions about resource allocation using evidence.				

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.					
• Advocates and supports the development of school-day schedules for collaborative, job-embedded professional learning. • Provides models and processes to create school-day schedules for collaborative, job-embedded professional learning several times per week. • Provides evidence to support time for collaborative, job-embedded professional learning as a priority investment.	• Recommends and supports the development of school-day schedules for collaborative, job-embedded professional learning. • Provides models and processes to create school-day schedules for collaborative, job-embedded professional learning several times per week. • Provides evidence to support time for collaborative, job-embedded professional learning as a priority investment.	• Supports the development of school-day schedules for collaborative, job-embedded professional learning. • Provides models and processes to create school-day schedules for collaborative, job-embedded professional learning several times per week. • Provides evidence to support time for collaborative, job-embedded professional learning as a priority investment.	• Provides models and processes to create school-day schedules that support collaborative, job-embedded professional learning.	• Fails to address allocating time for collaborative, job-embedded professional learning.	
Desired outcome 3.1.4: Allocates sufficient resources to support implementation of professional learning.					
• Advocates and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. • Contributes to a multiyear professional learning resource plan that differentiates support for full implementation.	• Recommends and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. • Contributes to a multiyear professional learning resource plan that differentiates support for full implementation.	• Recommends sufficient resources over multiple years to support full implementation of professional learning.	• Explains the need for long-term investment of resources for full implementation of professional learning.	• Fails to allocate resources to support full implementation of professional learning.	

3.2 Monitor resources

Desired outcome 3.2.1: Monitors professional learning resource use.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Tracks and monitors funding, time, materials, staff, and technology for professional learning. • Analyzes, with staff, data from tracking and monitoring to assess the effectiveness, efficiency, and equity of resource use and makes needed adjustments. • Reports annually on the effectiveness, efficiency, and equity of resource investment in professional learning. • Questions decisions to divert resources for professional learning to other areas.	• Tracks and monitors funding, time, materials, staff, and technology for professional learning. • Analyzes, with staff, data from tracking and monitoring to assess the effectiveness, efficiency, and equity of resource use and makes needed adjustments. • Reports annually on the effectiveness, efficiency, and equity of resource investment in professional learning.	• Tracks and monitors funding, time, materials, staff, and technology for professional learning. • Analyzes, with staff, data from tracking and monitoring to assess the effectiveness, efficiency, and equity of resource use. • Reports annually on resources for professional learning.	• Tracks funding, time, materials, staff, and technology for professional learning. • Reports annually on resources for professional learning.	• Tracks funding and time for professional learning.	• Fails to track or monitor resources for professional learning.

3.3 Coordinate resources

Desired outcome 3.3.1: Leverages resources to achieve professional learning goals.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Supports system and school leaders to analyze programs, initiatives, and improvement efforts to identify existing resources to reallocate toward professional learning needs. • Realigns, with staff and participants, existing resources to address high-priority student and educator learning needs. • Seeks external resources to support professional learning. • Uses learning management system that makes resources accessible by individuals, teams, and schools. • Uses system process to approve third-party and other resources for professional learning.	• Supports system or school leaders to analyze programs, initiatives, and improvement efforts to identify existing resources to reallocate toward professional learning needs. • Realigns, with staff or participants, existing resources to address high-priority student and educator learning needs. • Seeks external resources to support professional learning. • Uses learning management system that makes resources accessible by individuals, teams, and schools. • Uses system process to review third-party and other resources for professional learning.	• Analyzes programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs. • Realigns existing resources to address high-priority student and educator learning needs. • Seeks external resources to support professional learning. • Uses learning management system that makes resources accessible by individuals, teams, and schools. • Uses system process to review third-party and other resources for professional learning.	• Analyzes programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs. • Seeks external resources to support professional learning.	• Develops and builds annual resource plan for professional learning.	• 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.					
• Develops own, participant, and staff knowledge and skills to access, organize, and display system, school, grade, department, team, and individual data. • Develops own, participant, and staff knowledge and skills to analyze and interpret data from multiple sources to make decisions about professional learning.	• Develops own and participant or staff knowledge and skills to access, organize, and display system and school data. • Develops own, participant, or staff knowledge and skills to analyze and interpret data from multiple sources to make decisions about professional learning.	• Develops own knowledge and skills to access, organize, and display system and school data. • Develops own knowledge and skills to analyze and interpret data from multiple sources to make decisions about professional learning.	• Develops own knowledge and skills to access, organize, and display system and school data.	• Fails to develop own and others' knowledge and skills to analyze and interpret system or school data.	
Desired outcome 4.1.2: Identifies student, educator, and system data to inform professional learning decisions.					
• Identifies, with staff and participants, formative and summative, quantitative and qualitative, student, educator, student, and system data available to inform decisions about professional learning. • Identifies, with staff and participants, educator, student, and system data to inform decisions about professional learning.	• Identifies, with staff or participants, formative and summative, quantitative and qualitative, student, educator, and system data available to inform decisions about professional learning. • Identifies, with staff or participants, educator, student, and system data to inform decisions about professional learning.	• Identifies formative and summative, quantitative and qualitative, student, educator, and system data available to inform decisions about professional learning. • Identifies educator, student, and system data to inform decisions about professional learning.	• Identifies formative and summative, quantitative and qualitative, student, educator, and system data available to inform decisions about professional learning.	• Fails to identify formative and summative, quantitative and qualitative, student, educator, and system data available to inform decisions about professional learning.	

4.1 Analyze student, educator, and system data

Desired outcome 4.1.3: Analyzes and interprets multiple sources of student, educator, and system data to determine professional learning needs.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Analyzes, with staff and participants, 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. • Provides coaching and other support to staff and participants, to analyze, interpret, and use data to determine professional learning needs.	• Analyzes, with staff or participants, 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. • Provides coaching and other support to staff or participants, to analyze, interpret, and use data to determine professional learning needs.	• Analyzes 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.	• Fails to analyze 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.		

4.2 Assess progress

Desired outcome 4.2.1: Establishes plan to assess progress toward professional learning benchmarks and goals.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Establishes, with staff and participants, a systematic process for reviewing progress toward goals for professional learning. • Establishes, with staff and participants, benchmarks to measure progress toward professional learning goals. • Identifies, with staff and participants, formative qualitative and quantitative data to measure progress toward professional learning benchmarks and goals.	• Establishes, with staff or participants, a systematic process for reviewing progress toward goals for professional learning. • Establishes, with staff or participants, benchmarks to measure progress toward professional learning goals. • Identifies, with staff or participants, formative qualitative and quantitative data to measure progress toward professional learning benchmarks and goals.	• Establishes benchmarks to measure progress toward goals for professional learning. • Identifies either qualitative or quantitative data to measure progress toward professional learning benchmarks and goals.	• Establishes benchmarks to measure progress toward goals for professional learning.	• Fails to identify data to measure progress toward professional learning benchmarks and goals.	

4.2 Assess progress

Desired outcome 4.2.2: Collects, analyzes, and interprets formative data to assess progress toward professional learning benchmarks and goals.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Collects and analyzes, with staff and participants, formative data to measure progress toward professional learning benchmarks and goals. • Formulates, with staff and participants, conclusions about progress toward professional learning benchmarks and goals. • Interprets, with staff and participants, analyzed data to identify enhancers of and barriers to progress.	• Collects and analyzes, with staff or participants, formative data to measure progress toward professional learning benchmarks and goals. • Formulates, with staff or participants, conclusions about progress toward professional learning benchmarks and goals. • Interprets, with staff or participants, analyzed data to identify enhancers of and barriers to progress.	• Collects and analyzes formative data to measure progress toward professional learning benchmarks and goals. • Formulates conclusions about progress toward professional learning benchmarks and goals.	• Collects and analyzes formative data to measure progress toward professional learning benchmarks and goals.	• Fails to collect, analyze, and interpret formative data to measure progress toward professional learning benchmarks and goals.	

Desired outcome 4.2.3: Uses analysis of progress to make ongoing, needed adjustments in professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Alleviates, with staff and participants, barriers to achieving professional learning benchmarks and goals. • Makes, with staff and participants, in-process, data-based adjustments in professional learning (i.e. learning designs, coaching, and other support systems). • Reports on and celebrates progress toward professional learning benchmarks and goals.	• Alleviates, with staff or participants, barriers to achieving professional learning benchmarks and goals. • Makes, with staff or participants, in-process, data-based adjustments in professional learning (i.e. learning designs, coaching, and other support systems). • Reports on and celebrates progress toward professional learning benchmarks and goals.	• Alleviates barriers to achieving professional learning benchmarks and goals. • Makes in-process, data-based adjustments in professional learning (i.e. learning designs, coaching, and other support systems). • Reports on progress toward professional learning benchmarks and goals.	• Alleviates barriers to achieving professional learning benchmarks and goals. • Reports on progress toward professional learning benchmarks and goals	• Reports on progress toward professional learning benchmarks and goals.	• Fails to use analysis of progress to make needed adjustments in professional learning.

4.3 Evaluate professional learning

Desired outcome 4.3.1: Develops capacity to evaluate professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops own, staff, and participant knowledge and skills to evaluate professional learning. • Enlists external assistance as needed to plan, implement, or analyze professional learning evaluations.	• Develops own and participant knowledge and skills to evaluate professional learning. • Enlists external assistance as needed to implement professional learning evaluations.	• Develops own knowledge and skills to evaluate professional learning.	• Fails to support system and school leaders to evaluate professional learning.		

Desired outcome 4.3.2: Develops a plan to evaluate the impact of professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Reviews, with staff and participants, plans for professional learning to clarify the theory of change and/or logic model, and goals to guide the evaluation. • Reviews, with staff and participants, benchmarks and formative data to include in summative evaluation plan. • Develops, with staff and participants, summative evaluation plan that includes questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies.	• Reviews, with staff or participants, plans for professional learning to clarify the theory of change and/or logic model, and goals to guide the evaluation. • Reviews, with staff or participants, benchmarks and formative data to include in summative evaluation plan. • Develops, with staff or participants, summative evaluation plan that includes questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies.	• Reviews plans for professional learning to clarify the theory of change and/or logic model, el, and goals to guide the evaluation. • Reviews benchmarks and formative data to include in summative evaluation plan. • Develops summative evaluation plan that includes questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies.	• Develops summative evaluation plan that includes questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies.	• Fails to develop summative evaluation plan that includes questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies.	

4.3 Evaluate professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.3.3: Conducts summative evaluation of the effectiveness and results of professional learning.					
• Collects and analyzes, with staff and participants, summative educator data to assess changes in knowledge, skills, dispositions, and practices; system data to assess changes in system and school culture and organizational structures, policies, and processes; and student data to measure changes in student learning and behaviors.	• Collects and analyzes, with participants, summative educator data to assess changes in knowledge, skills, dispositions, and practices; system data to assess changes in system and school culture and organizational structures, policies, and processes; and student data to measure changes in student learning and behaviors.	• Collects and analyzes summative student data to measure changes in student learning and behaviors, and system data to assess changes in system and school culture and organizational structures, policies, and processes.	• Collects and analyzes summative student data to measure changes in student learning and educator behaviors.	• Fails to evaluate the effectiveness and results of professional learning.	
Desired outcome 4.3.4: Uses evaluation results to improve professional learning.					
• Analyzes and interprets, with staff and participants, summative evaluation results to form conclusions about the impact of and needed improvements in professional learning. • Applies, with staff and participants, conclusions to future plans for professional learning. • Disseminates the evaluation findings and recommendations as specified in plan.	• Analyzes and interprets, with staff or participants, summative evaluation results to form conclusions about the impact of and needed improvements in professional learning. • Applies, with staff or participants, conclusions to future plans for professional learning. • Disseminates the evaluation findings and recommendations as specified in plan.	• Analyzes and interprets summative evaluation results to form conclusions about the impact of and needed improvements in professional learning. • Applies conclusions to future plans for professional learning. • Disseminates the evaluation findings and recommendations as specified in plan.	• Analyzes and interprets summative evaluation results to form conclusions about the impact of and needed improvements in professional learning. • Disseminates the evaluation findings and recommendations as specified in plan.	• Disseminates the evaluation findings and recommendations as specified in plan.	• Fails to use evaluation results to improve professional learning.

5.1 Apply learning theories, research, and models

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.1.1: Develops and shares a knowledge base about theories, research, and models of adult learning.					
• Develops own, staff, and participant knowledge and skills related to research, theories, and models of adult learning. • Contributes to a systemwide searchable repository of reviewed print and electronic resources on professional learning.	• Develops own and participant knowledge and skills related to research, theories, and models of adult learning. • Contributes to a systemwide searchable repository of reviewed print and electronic resources on professional learning.	• Develops own knowledge and skills related to research, theories, and models of adult learning. • Contributes to a systemwide searchable repository of reviewed print and electronic materials on professional learning.	• Studies research, theories, and models of adult learning. • Contributes to a systemwide repository of reviewed print and electronic materials on professional learning.	• Studies research, theories, and models of adult learning.	• Fails to add to own or participants' knowledge base about learning theories, research, and models.
Desired outcome 5.1.2: Acquires knowledge and skills about multiple designs for professional learning.					
• Develops own, staff, and participant knowledge about skills to facilitate, and expertise to implement multiple learning designs useful in each step of cycle of continuous improvement. • Develops own, staff, and participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support).	• Develops own and participant knowledge about skills to facilitate, and expertise to implement multiple learning designs useful in each step of cycle of continuous improvement. • Develops own and participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support)	• Develops own knowledge about skills to facilitate, and expertise to implement multiple learning designs useful in each step of cycle of continuous improvement. • Develops own knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support).	• Develops own knowledge about skills to facilitate, and expertise to implement learning designs throughout the cycle of continuous improvement.	• Fails to develop knowledge about multiple designs for professional learning.	

5.2 Select learning designs

Desired outcome 5.2.1: Acquires and shares knowledge about the multiple factors influencing the selection of learning designs.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops own, staff, and participant knowledge about individual and system factors that influence how adults learn. • Develops the capacity of self, staff, and participants to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. • Models, with staff and participants, learning designs that align with desired changes in practice.	• Develops own and participant knowledge about individual and system factors that influence how adults learn. • Develops the capacity of self and participants to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, expected as a result of professional learning. • Models, with participants, learning designs that align with desired changes in practice.	• Develops own knowledge about individual and system factors that influence how adults learn. • Develops own capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, expected as a result of professional learning. • Models learning designs that align with desired changes in practice.	• Develops own knowledge about individual factors that influence how adults learn.	• Fails to develop and share knowledge about factors that influence selection of professional learning.	

5.2 Select learning designs

Desired outcome 5.2.2: Applies knowledge to the selection of appropriate learning designs.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff and participants to select appropriate in-person, blended, and online learning designs for pro-gram-specific professional learning. • Reviews and monitors, with staff and participants, selected learning designs for inclusion of essential features including active engagement, reflection, metacognition, ongoing support, etc.	• Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews and monitors, with participants, selected learning designs for inclusion of essential features including active engagement, reflection, metacognition, ongoing support, etc.	• Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews selected learning designs for inclusion of essential features including active engagement, reflection, metacognition, ongoing support, etc.	• Supports staff to select appropriate learning designs for individual, team, school, and system professional learning.	• Fails to apply knowledge to the selection of learning designs for individual, team, school, and system professional learning.	

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.3: Develops and shares knowledge about technology-enhanced learning designs.					
• Develops and shares, with staff and participants, knowledge about available and emerging technology-enhanced learning designs. • Examines, with staff and participants, the benefits and limitations of technology-enhanced learning designs. • Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning.	• Develops and shares, with participants, knowledge about available and emerging technology-enhanced learning designs. • Examines, with participants, the benefits and limitations of technology-enhanced learning designs. • Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning.	• Develops knowledge about available and emerging technology-enhanced learning designs. • Examines the benefits and limitations of technology-enhanced learning designs.	• Develops knowledge about available and emerging technology-enhanced learning designs. • Identifies the benefits and limitations of technology-enhanced learning designs.	• Develops knowledge about available and emerging technology-enhanced learning designs.	• Fails to develop or share knowledge about technology-enhanced learning designs.
Desired outcome 5.2.4: Implements appropriate learning designs.					
• Models, with staff and participants, appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff and participants to implement appropriate in-person, blended, and online learning designs to achieve program-specific learning goals.	• Models, with participants, appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches participants to implement appropriate in-person, blended, and online learning designs to program-specific learning goals.	• Models appropriate in-person, blended, and online learning designs during meetings and professional learning. • Implements appropriate in-person, blended, and online learning designs to achieve program-specific learning goals.	• Uses appropriate in-person, blended, and online learning designs to program-specific learning goals.	• Fails to implement appropriate learning designs for professional learning.	

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5.3 Promote active engagement

Desired outcome 5.3.1: Models active engagement in professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Participates actively in individual, team, and school, and system professional learning. • Engages participants in practices aligned with those delineated in student learning outcomes. • Models and shares, with staff and participants, active engagement strategies and protocols for individual, team, and system professional learning.	• Participates actively in individual, team, and school, and system professional learning. • Engages participants in practices aligned with those delineated in student learning outcomes. • Models and shares, with participants, active engagement strategies and protocols for individual, team, and school and system professional learning.	• Participates actively in individual, team, and school, and system professional learning. • Engages participants in practices aligned with those delineated in student learning outcomes. • Models and shares active engagement strategies and protocols for individual, team, and school and system professional learning.	• Participates actively in individual, team, and school, and system professional learning. • Shares active engagement strategies and protocols for individual, team, and school and system professional learning.	• Participates actively in individual, team, and school, and system professional learning.	• Fails to model and promote active engagement.

Desired outcome 5.3.2: Promotes active engagement in the learning process.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Sets and explains expectation that staff and participants engage actively in individual, team, school, and system professional learning. • Coaches staff and participants to embed and monitor active engagement in learning processes.	• Sets and explains expectation that participants engage actively in individual, team, school, and system professional learning. • Coaches participants to embed and monitor active engagement in learning processes.	• Sets expectation that participants engage actively in individual, team, school, and system professional learning. • Coaches participants to embed active engagement in learning processes.	• Sets expectation that system or school leaders engage actively in individual, team, school, and system professional learning.	• Fails to promote or support active engagement in professional learning.	

6.1 Apply change research

Desired outcome 6.1.1: Develops capacity to apply research on change to support implementation of professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• 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. • Develops own, participant, and staff capacity to understand and lead the change process and to address opportunities and problems of practice. • Shares and cites relevant research and evidence when managing change process.	• 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. • Develops own and participant capacity to understand and lead the change process and to address opportunities and problems of practice. • Shares and cites relevant research and evidence when managing change process.	• 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. • Develops own capacity to understand and lead the change process and to address opportunities and problems of practice.	• 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.	• Reads articles, papers, and reports about the change process.	• Fails to engage in ongoing profession-al learning about the change process.

6.1 Apply change research

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 6.1.2: Applies research on change to plan and lead implementation of professional learning.					
• Uses change research to make decisions about implementation of professional learning. • Demonstrates patience and perseverance to support staff and participants throughout the change process. • Coaches staff and participants to assess and respond to concerns related to implementation.	• Uses change research to make decisions about implementation of professional learning. • Demonstrates patience and perseverance to support participants throughout the change process. • Coaches participants to assess and respond to concerns related to implementation.	• Uses change research to make decisions about implementation of professional learning. • Assesses and responds to concerns related to implementation.	• Uses change research to make decisions about implementation of professional learning.	• Fails to apply change research to plans and actions to support implementation of professional learning.	
Desired outcome 6.1.3: Monitors implementation of professional learning.					
• Clarifies, with staff and participants, expectations for implementation. • Develops with staff and participants guides/tools to support and assess the implementation of professional learning. • Coaches staff and participants to use implementation data to refine and accelerate implementation.	• Clarifies, with participants, expectations for implementation. • Develops with participants guides/tools to support and assess the implementation of professional learning. • Coaches participants to use implementation data to refine and accelerate implementation.	• Clarifies expectations for implementation. • Develops and provides participants with guides/tools to support and assess the implementation of professional learning. • Coaches participants to use implementation data to refine and accelerate implementation.	• States expectation for implementing professional learning. • Assesses the implementation of professional learning.	• Fails to monitor 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.					
• Demonstrates belief in educators' ability and willingness to be effective. • Contributes multiple forms and types of differentiated support necessary for implementation into the system plan for professional learning. • Extends and differentiates professional learning and coaching for staff and participants to deepen understanding, refine and accelerate implementation, and refine practice.	• Demonstrates belief in educators' ability and willingness to be effective. • Contributes multiple forms and types of differentiated support necessary for implementation into the system plan for professional learning. • Extends and differentiates professional learning and coaching for participants to deepen understanding and refine and accelerate implementation.	• Contributes multiple forms and types of differentiated support necessary for implementation into system plan for professional learning. • Extends professional learning for participants to deepen understanding and refine and accelerate implementation.	• Contributes multiple forms and types of differentiated support necessary for implementation into system plan for professional learning. • Provides implementation support when requested.	• Provides implementation support when requested.	• Fails to provide differentiated support for implementation.
Desired outcome 6.2.2: Sustains support to reach high-fidelity implementation of professional learning.					
• Contributes to system professional learning plan support needed for three to five years for full implementation. • Adjusts, with staff and participants, support needed to achieve fidelity of implementation. • Provides easily accessible in-person, blended, and technology-enhanced support for individual, team, school, and system professional learning.	• Contributes to system professional learning plan support needed for three to five years for full implementation. • Adjusts, with participants, support needed to achieve fidelity of implementation. • Provides easily accessible in-person, blended, and technology-enhanced support for individual, team, school, and system professional learning.	• Contributes to system professional learning plan support needed for three to five years for full implementation. • Adjusts support needed to achieve fidelity of implementation. • Provides easily accessible in-person, blended, and technology-enhanced support for individual, team, school, and system professional learning.	• Provides easily accessible in-person, blended, and technology-enhanced support for individual, team, school, and system professional learning.	• Fails to provide support for implementation of professional learning.	

6.3 Provide constructive feedback

Desired outcome 6.3.1: Develops capacity to give and receive constructive feedback.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops own, staff, and participant knowledge and skills to give and receive constructive feedback. • Models giving and receiving constructive feedback. • Coaches staff and participants to give and receive constructive feedback.	• Develops own, staff, and participant knowledge and skills to give and receive constructive feedback. • Models giving and receiving constructive feedback. • Coaches participants to give and receive constructive feedback.	• Develops own, staff or participant knowledge and skills to give and receive constructive feedback. • Models giving and receiving constructive feedback.	• Develops own knowledge and skills to give and receive constructive feedback. • Develops the capacity of staff to give and receive constructive feedback.	• Develops own knowledge and skills to give and receive constructive feedback.	• Fails to develop own and staff knowledge and skills in giving and receiving constructive feedback.

6.3 Provide constructive feedback

Desired outcome 6.3.2: Gives and receives constructive feedback to accelerate and refine implementation of professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Contributes to system procedures, technologies, and schedules for giving and receiving feedback. • Provides to staff and participants multiple in-person, blended, and technology-based strategies and tools (e.g. peer coaching, reviewing student work, lesson study, instructional rounds, walk-throughs, peer observation, e-coaching) to facilitate giving and receiving feedback. • Provides to and seeks from staff and participants scheduled feedback on the implementation of professional learning using varied tools and strategies. • Analyzes and shares, with staff and participants, feedback data to improve implementation.	• Contributes to system procedures, technologies, and schedules for giving and receiving feedback. • Provides to participants multiple in-person, blended, and technology-based strategies and tools (e.g. peer coaching, reviewing student work, lesson study, instructional rounds, walk-throughs, peer observation, e-coaching) to facilitate giving and receiving feedback. • Provides to and seeks from participants scheduled feedback on the implementation of professional learning using varied tools and strategies. • Analyzes and shares, with participants, feedback data to improve implementation.	• Recommends system procedures, technologies, and schedules for giving and receiving feedback. • Provides to and seeks from participants scheduled feedback on the implementation of professional learning using varied tools and strategies. • Analyzes and shares feedback data to improve implementation.	• Provides to and seeks from participants feedback on the implementation of professional learning. • Shares feedback data.	• Provides to and seeks from participants feedback on the implementation of professional learning.	• Fails to give and receive 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.					
• Develops staff and participant capacity to use educator performance standards to identify needs and goals for professional learning. • Analyzes, with staff and participants, educator performance standards to identify professional learning needs.	• Develops participant capacity to use educator performance standards to identify needs and goals for professional learning. • Analyzes, with participants, educator performance standards to identify professional learning needs.	• Develops capacity to use educator performance standards to identify needs and goals for professional learning. • Analyzes educator performance standards to identify professional learning needs.	• Reads educator performance standards.	• Fails to use educator performance standards to identify professional learning needs.	
Desired outcome 7.1.2: Uses educator performance standards to make decisions about the content of professional learning.					
• Develops staff and participant capacity to use educator performance standards to delineate the knowledge, skills, and practices needed to achieve performance goals. • Supports staff and participants to monitor content of professional learning for alignment with educator performance standards and goals. • Coaches staff and participants to use educator performance standards to identify the knowledge, skills, and practices needed to achieve performance goals.	• Develops participant capacity to use educator performance standards to delineate the knowledge, skills, and practices needed to achieve performance goals. • Supports participants to monitor content of professional learning for alignment with educator performance standards and goals. • Coaches participants to use educator performance standards to identify the knowledge, skills, and practices needed to achieve performance goals.	• Use educator performance standards to delineate the knowledge, skills, and practices needed to achieve performance goals. • Monitors content of professional learning for alignment with educator performance standards and goals.	• Use educator performance standards to delineate the knowledge, skills, and practices needed to achieve performance goals.	• Fails to use educator performance standards to identify the content of professional learning.	

7.1 Meet performance standards

Desired outcome 7.1.3: Engages in professional learning to meet own performance standards.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops knowledge about role-specific expectations, responsibilities, and own performance standards. • Engages in professional learning to develop knowledge, skills, dispositions, and practices reflected in own performance standards. • Practices skills until mastery is achieved. • Engages in coaching, feedback, and reflection on own performance.	• 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 performance.	• Develops knowledge about own performance standards. • Engages in professional learning to develop skills reflected in own performance standards. • Practices skills until mastery is achieved.	• Studies own performance standards. • Engages in professional learning to develop skills reflected in own performance standards.	• Reads own performance standards.	• Fails to engage in professional learning related to own performance standards.

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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.					
• Develops own, staff, and participant capacity to use program-related student learning outcomes to identify needs and goals for professional learning. • Analyzes, with staff and participants, student learning outcomes to identify professional learning needs.	• Develops own and staff or participant capacity to use student learning outcomes to identify needs and goals for professional learning. • Analyzes, with participants, student learning outcomes to identify professional learning needs.	• Develops own and staff or participant capacity to use student learning outcomes to identify needs and goals for professional learning. • Analyzes student learning outcomes to identify professional learning needs.	• Fails to use student learning to identify professional learning needs.		
Desired outcome 7.2.2: Uses student learning outcomes to make decisions about the content of professional learning.					
• Develops own, staff, and participant capacity to use student learning outcomes to delineate the knowledge, skills, and practices needed to achieve student learning goals. • Supports staff and participants to monitor content of professional learning for alignment with student learning outcomes and goals.	• Develops own and staff or participant capacity to use student learning outcomes to delineate the knowledge, skills, and practices needed to achieve student learning goals. • Supports participants to monitor content of professional learning for alignment with student learning outcomes and goals.	• Develops own capacity to use student learning outcomes to delineate the knowledge, skills, and practices needed to achieve student learning goals. • Uses student learning outcomes to delineate the knowledge, skills, and practices needed to achieve student learning goals.	• Fails to use student learning outcomes to delineate the content of professional learning.		
Desired outcome 7.2.3: Engages in professional learning to increase student results.					
• Engages in professional learning, coaching, feedback, and reflection to improve the effects of own performance on student learning outcomes.	• Engages in professional learning, coaching, and reflection to improve the effects of own performance on student learning outcomes.	• Engages in professional learning and reflection to analyze and improve the effects of own performance on student learning outcomes.	• Engages in professional learning to improve the effects of own performance on student learning outcomes.	• Fails to engage in professional learning related to student learning outcomes.	

7.3 Build coherence

Desired outcome 7.3.1: Builds congruence between professional learning and other school and system initiatives.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Develops, with staff and participants, an understanding about the relationships among school and system initiatives; school improvement goals; individual, team, school, and system professional learning goals; and professional learning. • Builds, with staff and participants, congruence among multiple system priorities and initiatives. • Integrates, with staff and participants, professional learning with district operations (data, assessment, curriculum, human resources, etc.).	• Develops, with participants, an understanding about the relationships among school and system initiatives; school improvement goals; individual, team, school, and system professional learning goals; and professional learning. • Builds, with participants, congruence among multiple system priorities and initiatives. • Integrates, with participants, professional learning with district operations (data, assessment, curriculum, human resources, etc.)	• Develops an understanding about the relationships among school and system initiatives; school improvement goals; individual, team, school, and system professional learning goals; and professional learning. • Builds congruence among multiple system priorities and initiatives. • Integrates professional learning with district operations (data, assessment, curriculum, human resources, etc.)	• Develops an understanding about the relationships among school and system initiatives; school improvement goals; individual, team, school, and system professional learning goals; and professional learning.	• Fails to build congruence among professional learning and system priorities, initiatives, and operations.	

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7.3 Build coherence

Desired outcome 7.3.2: Links professional learning with past experiences.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
• Collects, analyzes, and uses, with staff and participants, data about educators' past experiences with individual, team, school, system, and out-of-system professional learning; experience with the planned content of professional learning; and participants' history with change to plan and implement professional learning.	• Collects, analyzes, and uses, with staff or participants, data about educators' past experiences with individual, team, school, system, and out-of-system professional learning; experience with the planned content of professional learning; and participants' history with change to plan and implement professional learning.	• Collects, analyzes, and uses data about educators' past experiences with individual, team, school, system, and out-of-system professional learning; experience with the planned content of professional learning; and participants' history with change to plan and implement professional learning.	• Fails to link educators' past experiences with professional learning.		

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**.