

STANDARDS INTO PRACTICE

DIRECTOR OF PROFESSIONAL LEARNING

Innovation Configuration Maps for
Standards for Professional Learning

With support from

MetLife Foundation



THE PROFESSIONAL LEARNING ASSOCIATION

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Note: This Innovation Configuration map for Directors of Professional Learning 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.

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Introduction

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

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

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

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

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

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

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

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

INNOVATION CONFIGURATIONS

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

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

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

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

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

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

The two desired outcomes are

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

Table 1: Central Office Learning Community Desired Outcome 1.1.1

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

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

Table 2: Central Office Learning Community Desired Outcome 1.1.2

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

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

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

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

INNOVATION CONFIGURATION AND THE STANDARDS

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

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

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

- A tool to assess implementation of the standards.

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

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

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

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

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

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

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

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

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

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

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

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

CONSTRUCTION OF IC MAPS FOR THE STANDARDS

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

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

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

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

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

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

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

SCHOOL SYSTEM ROLES

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

Central Office Staff

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

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

Director of Professional Learning

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

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

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

Superintendent

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

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

School Board

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

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Standards for Professional Learning

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Innovation Configuration Maps

Director of Professional Learning

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

1.1 Engage in continuous improvement					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.1.1: Develops capacity to apply the seven-step cycle of continuous improvement.					
<ul style="list-style-type: none"> Develops own knowledge and skills about the seven steps of the cycle of continuous improvement. Develops systemwide capacity to use the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops own knowledge and skills about the seven steps of the cycle of continuous improvement. Develop capacity of staff expected to use the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops own knowledge and skills about the seven steps of the cycle of continuous improvement. Develops capacity of staff who choose to use the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Develops own knowledge and skills about the seven-step cycle of continuous improvement. Recommends that staff learn about the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Recommends that staff learn about the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Fails to develop own and others' knowledge and skills about the seven-step cycle of continuous improvement
Desired outcome 1.1.2: Applies the seven-step cycle of continuous improvement with fidelity to lead professional learning.					
<ul style="list-style-type: none"> Models the application of the seven-step cycle in professional learning. Facilitates the use of the seven-step cycle of continuous improvement with fidelity in professional learning. Provides coaching and other resources to those expected to use the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Models the application of the seven-step cycle in professional learning. Facilitates the use of the seven-step cycle of continuous improvement with fidelity in professional learning. Provides coaching and other resources to those expected to use the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Facilitates the use of the seven-step cycle of continuous improvement with fidelity in professional learning. Provides coaching and other resources to those who choose to use the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Facilitates the use of the seven-step cycle of continuous improvement with fidelity in professional learning. 	<ul style="list-style-type: none"> 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.					
<ul style="list-style-type: none"> Facilitates the clarification of system principles for and a definition of collective responsibility. Showcases examples and impact of collective responsibility. Identifies and challenges practices and assumptions that create barriers to collective responsibility. Supports staff, school and system leaders, and participants to overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> Facilitates the development of system principles for and a definition of collective responsibility. Showcases examples of collective responsibility. Identifies and challenges practices and assumptions that create barriers to collective responsibility. Supports staff and participants to overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> Facilitates the development of system principles for and a definition of collective responsibility. Showcases examples of collective responsibility. Supports staff or participants to overcome barriers to collective responsibility. 	<ul style="list-style-type: none"> Showcases examples of collective responsibility. Identifies barriers to collective responsibility. 	<ul style="list-style-type: none"> Showcases examples of collective responsibility. 	<ul style="list-style-type: none"> Fails to address collective responsibility.
Desired outcome 1.2.2: Models collective responsibility by participating in learning communities.					
<ul style="list-style-type: none"> Participates routinely in multiple learning communities within the system. Participates routinely in multiple learning communities beyond the system. Makes public own learning and resulting actions as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. Participates routinely in a learning community beyond the system. Makes public, with designated staff, own learning and actions as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. Participates routinely in a learning community beyond the system. Makes available to interested staff own learning and actions as a member of learning communities. 	<ul style="list-style-type: none"> Participates routinely in a learning community within the system. 	<ul style="list-style-type: none"> Participates sporadically in a learning community within or beyond the system. 	<ul style="list-style-type: none"> Fails to participate in a learning community.

1.3 Create alignment and accountability

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 1.3.1: Aligns professional learning with school and system goals.					
<ul style="list-style-type: none"> Develops, with staff, school and system leaders, and participants, system-wide expectations that individual, team, school, and system professional learning aligns with system and school goals. Develops, with staff, school and system leaders, and participants, systemwide professional learning goals and plan that includes the theory of change and/or logic model. Analyzes, with staff, school and system leaders, and participants, professional learning goals to support the development of school, team, and individual professional learning plans. Verifies, with staff, school and system leaders, and participants, alignment of individual, team, school, and systemwide professional learning goals and plans. Aligns own professional learning with systemwide professional learning goals. 	<ul style="list-style-type: none"> Develops, with staff and participants, system-wide expectations that individual, team, school, and system professional learning aligns with system and school goals. Develops, with staff and participants, systemwide professional learning goals and plan that includes the theory of change and/or logic model. Analyzes, with staff and participants, professional learning goals to support the development of school, team, and individual professional learning plans. Aligns own professional learning with systemwide professional learning goals. 	<ul style="list-style-type: none"> Develops, with staff or participants, system-wide expectations that individual, team, school, and system professional learning aligns with system and school goals. Facilitates, with staff or participants, the development of the system professional learning goals and plan. Aligns own professional learning goals with systemwide professional learning goals. 	<ul style="list-style-type: none"> Develops the system professional learning goals and plan. Aligns own professional learning goals with systemwide professional learning goals. 	<ul style="list-style-type: none"> Aligns own professional learning goals with systemwide professional learning goals. 	<ul style="list-style-type: none"> Fails to align system and individual professional learning goals and plan with school and system goals.

1.3 Create alignment and accountability

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 1.3.2: Monitors the use of the cycle of continuous improvement to achieve professional learning goals.</p>					
<ul style="list-style-type: none"> 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 systemwide use of the seven-step cycle of continuous improvement to achieve professional learning goals. Provides staff, school and system leaders, and participants with additional professional learning and support to refine implementation of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Reinforces expectations about individual, team, school, and system use of the cycle of continuous improvement to achieve professional learning goals. Assesses the fidelity of use of the seven-step cycle of continuous improvement to achieve professional learning goals by those expected to use it. Provides staff and participants with additional professional learning and support to those who are expected to refine implementation of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> 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 system or school use of the seven-step cycle of continuous improvement to achieve professional learning goals by those who choose to use it. Provides staff or participants with additional professional learning and support to those who choose to refine implementation of the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> Reinforces expectations about individual, team, school, and system use of the seven-step cycle of continuous improvement to achieve professional learning goals. 	<ul style="list-style-type: none"> Fails to monitor the fidelity of implementation of the seven-step cycle of continuous improvement. 	

2.1 Develop capacity for learning and leading					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.1.1: Commits to continuous professional learning.					
<ul style="list-style-type: none"> Shares publicly own professional learning goals. Persists with own professional learning until achieving mastery. Asks for constructive feedback from supervisors, peers, staff, participants, and system and school leaders. Participates in and models continuous professional learning with follow-up and coaching. 	<ul style="list-style-type: none"> Shares publicly own professional learning goals. Persists with own professional learning until achieving mastery. Participates in and models continuous professional learning with follow-up and coaching. 	<ul style="list-style-type: none"> Shares publicly own professional learning goals. Participates in and models continuous professional learning with follow-up and coaching. 	<ul style="list-style-type: none"> Participates in a series of short-term professional learning activities on a variety of topics. 	<ul style="list-style-type: none"> Fails to commit to continuous professional learning. 	
Desired outcome 2.1.2: Develops capacity to lead professional learning.					
<ul style="list-style-type: none"> Develops own, staff, school and system leader, and aspiring leader, and participant knowledge and skills related to leadership of professional learning. Coaches staff, school and system leaders, and participants as leaders of professional learning. 	<ul style="list-style-type: none"> Develops own, staff, aspiring leader, and participant knowledge and skills related to leadership of professional learning. Coaches staff and participants as leaders of professional learning. 	<ul style="list-style-type: none"> Develops own, staff and participant knowledge and skills related to leadership of professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills related to leadership of professional learning. 	<ul style="list-style-type: none"> Fails to develop own, staff, school and system leader, and participant knowledge and skills related to leadership of professional learning. 	

DIRECTOR OF PROFESSIONAL LEARNING / Leadership

2.1 Develop capacity for learning and leading

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.1.3: Applies the Standards for Professional Learning in making decisions about professional learning.					
<ul style="list-style-type: none"> Studies and applies the Standards for Professional Learning in decision making about professional learning. Develops staff, school and system leader, and participant understanding of the Standards for Professional Learning. Accesses and uses new research and information about effective professional learning on an ongoing basis. 	<ul style="list-style-type: none"> Studies and applies the Standards for Professional Learning in decision making about professional learning. Develops staff and participant understanding of the Standards for Professional Learning. Accesses and uses new research and information about effective professional learning on an ongoing basis. 	<ul style="list-style-type: none"> Studies and applies the Standards for Professional Learning in decision making about professional learning. Develops staff or participant understanding of the Standards for Professional Learning. Accesses and uses new research and information about effective professional learning on an ongoing basis. 	<ul style="list-style-type: none"> Makes available to staff the Standards for Professional Learning. 	<ul style="list-style-type: none"> Makes decisions about professional learning without reference to the Standards for Professional Learning. 	
Desired outcome 2.1.4: Coaches staff to lead professional learning.					
<ul style="list-style-type: none"> Provides continuous coaching to staff, school and system leaders, and participants to lead professional learning. Monitors and supervises staff, school and system leaders, and participants to lead professional learning. 	<ul style="list-style-type: none"> Provides monthly coaching to staff and participants to lead professional learning. Monitors and supervises staff and participants to lead professional learning. 	<ul style="list-style-type: none"> Provides quarterly coaching to staff or participants to lead professional learning. Monitors and supervises staff or participants to lead professional learning. 	<ul style="list-style-type: none"> Provides semi-annual coaching to participants to lead professional learning. 	<ul style="list-style-type: none"> Provides annual coaching to participants to lead professional learning. 	<ul style="list-style-type: none"> Fails to provide coaching or supervision to staff, school and system leaders, and participants to lead professional learning.

2.2 Advocate for professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.2.1: Articulates the link between student learning and professional learning.</p>					
<ul style="list-style-type: none"> Explains, using multiple examples, the connection between professional learning and student learning to staff, school and system leaders, participants, public officials, community members, and partners. 	<ul style="list-style-type: none"> Explains, using multiple examples, the connection between professional learning and student learning to staff, school and system leaders, and participants. 	<ul style="list-style-type: none"> Explains, using an example, the connection between professional learning and student learning to staff and participants. 	<ul style="list-style-type: none"> Explains the connection between professional learning and student learning to staff or participants. 	<ul style="list-style-type: none"> Fails to explain the connection between professional learning and student learning. 	

2.2 Advocate for professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 2.2.2: Advocates high-quality professional learning.					
<ul style="list-style-type: none"> Promotes importance of high-quality professional learning to staff, participants, system and school leaders, public officials, community members, and partners. Advocates system and school conditions and procedures necessary for effective individual, team, school, and system professional learning. Supports staff, participants, and system and school leaders in developing and using succinct messages about the role of professional learning in student learning. Supports collaborative professional learning when challenged. Identifies and challenges practices, experiences and designs of ineffective professional learning and advocates improvements. 	<ul style="list-style-type: none"> 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 staff and participants in developing and using succinct messages about the role of professional learning in student learning. Supports collaborative professional learning when challenged. Identifies and challenges practices, experiences, and designs of ineffective professional learning. 	<ul style="list-style-type: none"> 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. Supports staff or participants in developing and using succinct messages about the role of professional learning in student learning. 	<ul style="list-style-type: none"> Promotes importance of high-quality professional learning to staff or participants. Develops and uses succinct messages about the role of professional learning in student learning. 	<ul style="list-style-type: none"> Fails to promote high-quality professional learning for staff. 	

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.3.1: Influences systems and structures for effective professional learning.</p>					
<ul style="list-style-type: none"> • Articulates responsibility for the quality and results of professional learning. • Contributes to 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, school and system leaders, and participants to assess and improve conditions for effective professional learning. 	<ul style="list-style-type: none"> • Articulates responsibility for the quality and results of professional learning. • Contributes to 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 professional learning. 	<ul style="list-style-type: none"> • Articulates responsibility for the quality and results of professional learning. • Contributes to development of 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 professional learning. 	<ul style="list-style-type: none"> • 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 professional learning. 	<ul style="list-style-type: none"> • Describes system and school conditions for effective professional learning (e.g. resources, policies, annual calendars, schedules, procedures, and structures). 	<ul style="list-style-type: none"> • Fails to influence system and school conditions to support effective professional learning.

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.3.2: Builds capacity for skilful collaboration.</p>					
<ul style="list-style-type: none"> Facilitates and keeps systemwide agreements for collaborative work. Develops own, staff, school and system leader, and participant collaboration and facilitation skills. Provides feedback to staff, school and system leaders, and participants to refine collaboration and facilitation skills. Develops own, staff school and system leader, and participant capacity to surface assumptions and resolve conflict. 	<ul style="list-style-type: none"> Facilitates and keeps systemwide agreements for collaborative work. Develops own, staff, and participant collaboration and facilitation skills. Provides feedback to staff and participants to refine collaboration and facilitation skills. Develops own, staff, and participant capacity to surface assumptions and resolve conflict. 	<ul style="list-style-type: none"> Facilitates and keeps systemwide agreements for collaborative work. Develops own and staff or participant collaboration and facilitation skills. Provides feedback to staff or participants to refine collaboration and facilitation skills. Develops own and staff or participant capacity to surface assumptions and resolve conflict. 	<ul style="list-style-type: none"> Keeps systemwide agreements for collaborative work. Develops own collaboration and facilitation skills. 	<ul style="list-style-type: none"> Fails to prepare self or staff for collaborative work. 	

2.3 Create support systems and structures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 2.3.3: Cultivates and maintains a collaborative culture.</p>					
<ul style="list-style-type: none"> Models collaboration in interactions with staff. Supports system and school leaders to assess the culture to make improvements. Supports staff, school and system leaders, and participants to cultivate collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. Identifies and addresses, with staff, school and system leaders, and participants, assumptions and barriers to maintaining a collaborative culture. 	<ul style="list-style-type: none"> Models collaboration in interactions with staff. Supports system and school leaders to assess the culture to make improvements. Supports staff and participants to cultivate collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. Identifies and addresses, with staff and participants, assumptions and barriers to maintaining a collaborative culture. 	<ul style="list-style-type: none"> Models collaboration in interactions with staff. Supports staff and participants to cultivate collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. Identifies and addresses, with staff or participants, assumptions and barriers to maintaining a collaborative culture. 	<ul style="list-style-type: none"> Models collaboration in interactions with staff. Cultivates collaborative cultures that include norms for individual, team, school, and system interactions; high expectations; collective responsibility; mutual respect; and relational trust. Identifies assumptions and barriers to maintaining a collaborative culture. 	<ul style="list-style-type: none"> Shares information about collaborative cultures to support collaborative learning and work. 	<ul style="list-style-type: none"> Fails to contribute to developing a collaborative culture.

DIRECTOR OF PROFESSIONAL LEARNING / Resources

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.1.1: Defines resources for professional learning.</p>					
<ul style="list-style-type: none"> Develops, with staff, school and system leaders, and participants, a systemwide definition of professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. Identifies professional learning resources within the system and across schools according to established definition. Establishes, with staff, school and system leaders, and participants, systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Develops, with staff and participants, a systemwide definition of professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. Identifies professional learning resources within the system and across schools according to established definition. Establishes, with staff and participants, systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Develops, with staff or participants, a systemwide definition of professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. Identifies professional learning resources within the system and across schools according to established definition. Establishes, with staff or participants, systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Defines professional learning resources, including staff, materials, technology, funding, and time to allocate, track, monitor, and evaluate resource use. Identifies professional learning resources within the system and across schools according to established definition. Establishes systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Defines funding as the only resource for professional learning. Recommends systemwide criteria for apportioning resources for professional learning based on high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Fails to define resources for professional learning.

DIRECTOR OF PROFESSIONAL LEARNING / Resources

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.1.2: Allocates human and fiscal resources for professional learning to align with high-priority student and educator learning needs.</p>					
<ul style="list-style-type: none"> Develops a budget that allocates a minimum of 10% of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. Advocates and recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources. Advocates and recommends a coach-staff allocation of 1 coach for 200 students. Advocates and recommends 30% of investments in instructional technology be allocated for professional learning. Explains decisions about resource allocation using evidence. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. Recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources. Recommends a coach-staff allocation of 1 coach for 200 students. Recommends 30% of investments in instructional technology be allocated for professional learning. Explains decisions about resource allocation using evidence. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. Recommends a minimum of 10% investment of LEA operating budget to defined professional learning resources. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. Allocates resources for professional learning according to established resource plan for achieving program goals. 	<ul style="list-style-type: none"> Develops a budget that allocates a portion of program funds to professional learning. 	<ul style="list-style-type: none"> Fails to allocate resources for professional learning.

DIRECTOR OF PROFESSIONAL LEARNING / Resources

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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 3.1.3: Finds time for collaborative professional learning.					
<ul style="list-style-type: none"> 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. Facilitates, with staff, school and system leaders, participants, and community members, the development of an annual calendar to support effective professional learning. Provides evidence to support time for collaborative, job-embedded professional learning as a priority investment. 	<ul style="list-style-type: none"> 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. Facilitates, with staff, school and system leaders, and participants, the development of an annual calendar to support effective professional learning. Provides evidence to support time for collaborative, job-embedded professional learning as a priority investment. 	<ul style="list-style-type: none"> 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 an annual calendar to support effective professional learning. Provides models and processes to create school-day schedules for collaborative, job-embedded professional learning several times per week. 	<ul style="list-style-type: none"> Provides school-day schedules for collaborative, job-embedded professional learning. Provides an annual calendar to support effective professional learning. 	<ul style="list-style-type: none"> Provides school-day schedules for collaborative, job-embedded professional learning. 	<ul style="list-style-type: none"> Fails to address allocating time for professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 3.1.4: Allocates sufficient resources to support implementation of professional learning.					
<ul style="list-style-type: none"> Advocates and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. Develops, with staff, school and system leaders, and participants, a multi-year professional learning resource plan that differentiates support for full implementation. 	<ul style="list-style-type: none"> Recommends and provides evidence for sufficient resources over multiple years to support full implementation of professional learning. Develops, with staff and participants, a multiyear professional learning resource plan that differentiates support for full implementation. 	<ul style="list-style-type: none"> Recommends sufficient resources over multiple years to support full implementation of professional learning. Develops a multiyear professional learning resource plan to support full implementation. 	<ul style="list-style-type: none"> Explains the need for long-term investment of resources for full implementation of professional learning. 	<ul style="list-style-type: none"> Fails to allocate resources to support implementation of professional learning. 	

DIRECTOR OF PROFESSIONAL LEARNING / Resources

3.2 Monitor resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 3.2.1: Monitors professional learning resource use.</p>					
<ul style="list-style-type: none"> Establishes, with staff, school and system leaders, and participants, a comprehensive system to track and monitor resources for professional learning to ensure equitable distribution of all resources. Tracks and monitors funding, time, materials, staff, and technology for professional learning. Analyzes, with staff, school and system leaders, and participants, 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 the resource investment in professional learning. Questions decisions to divert resources for professional learning to other areas. 	<ul style="list-style-type: none"> Establishes, with staff and participants, a comprehensive system to track and monitor resources for professional learning to ensure equitable distribution of all resources. Tracks and monitors funding, time, materials, staff, and technology for professional learning. Analyzes, with staff and participants, 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 the resource investment in professional learning. 	<ul style="list-style-type: none"> Establishes, with staff, a comprehensive system to track and monitor resources for professional learning to ensure equitable distribution of all resources. 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 the effectiveness, efficiency, and equity of the resource investment in professional learning. 	<ul style="list-style-type: none"> Tracks funding, time, materials, staff, and technology for professional learning. Reports annually on resources for professional learning. 	<ul style="list-style-type: none"> Tracks funding and time for professional learning. 	<ul style="list-style-type: none"> Fails to track or monitor resources for professional learning.

DIRECTOR OF PROFESSIONAL LEARNING / Resources

3.3 Coordinate resources

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 3.3.1: Leverages resources to achieve professional learning goals					
<ul style="list-style-type: none"> Supports staff and system and school leaders to analyze programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs. Realigns, with staff and system and school leaders, existing resources to address high-priority student and educator learning needs. Seeks external resources to support high-priority student and educator learning needs. Implements learning management system that increases access to professional learning resources. Establishes and employs, with staff, school and system leaders, and participants, a process to approve third-party and other resources for professional learning. 	<ul style="list-style-type: none"> Supports staff and system or school leaders to analyze programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs. Realigns, with staff and system or school leaders, existing resources to address high-priority student and educator learning needs. Seeks external resources to support high-priority student and educator learning needs. Implements a learning management system that increases access to professional learning resources. Establishes and employs, with staff and participants, a process to review third-party and other resources for professional learning. 	<ul style="list-style-type: none"> 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 high-priority student and educator learning needs. Implements a learning management system that increases access to professional learning resources. Establishes, with staff, a process to review third-party and other resources for professional learning. 	<ul style="list-style-type: none"> Analyzes programs, initiatives, and improvement efforts to identify existing resources for high-priority professional learning needs. Seeks external resources to support high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Seeks external resources to support high-priority student and educator learning needs. 	<ul style="list-style-type: none"> Fails to leverage resources for professional learning.

DIRECTOR OF PROFESSIONAL LEARNING / Data

4.1 Analyze student, educator, and system data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.1.1: Develops capacity to analyze and interpret data to inform professional learning decisions.					
<ul style="list-style-type: none"> Develops own, staff, participant, and system knowledge and skills to access, organize, and display system, school, grade, department, team, and individual data. Develops own, staff, participant, and system knowledge and skills to analyze and interpret data from multiple sources to make system, school, team, grade, department, and individual decisions about professional learning. 	<ul style="list-style-type: none"> Develops own, staff, and participant knowledge and skills to access, organize, and display system and school data. Develops own, staff, and participant knowledge and skills to analyze and interpret data from multiple sources to make system and school decisions about professional learning. 	<ul style="list-style-type: none"> Develops own and participant knowledge and skills to access, organize, and display system or school data. Develops own and participant knowledge and skills to analyze and interpret data from multiple sources to make system or school decisions about professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills to access, organize, and display system or school data. 	<ul style="list-style-type: none"> Fails to develop own and others' knowledge and skills to analyze and interpret system or school data. 	
Desired outcome 4.1.2: Links student, educator, and system data to inform professional learning decisions.					
<ul style="list-style-type: none"> Identifies, with staff, system and school leaders, and participants, formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Identifies, with staff and participants, formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Identifies, with staff or participants, formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Identifies formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	<ul style="list-style-type: none"> Fails to identify formative and summative, quantitative and qualitative, student, educator, and system data to inform decisions about professional learning. 	

DIRECTOR OF PROFESSIONAL LEARNING / Data

4.1 Analyze student, educator, and system data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.1.3: Analyzes and interprets multiple sources of student, educator, and system data to determine professional learning needs.</p>					
<ul style="list-style-type: none"> Analyzes, with staff, participants, and system and school leaders, formative and summative, quantitative and qualitative, student, educator, and system data to make predictions, observations, and inferences and to decipher trends, patterns, and root causes from the data to determine professional learning needs. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Fails to analyze formative and summative, quantitative and qualitative, student, educator, and system data. 	

4.2 Assess progress					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.2.1: Establishes plan to assess progress toward professional learning benchmarks and goals.					
<ul style="list-style-type: none"> Establishes, with staff, system and school leaders, and participants, a systematic process for reviewing system and school progress toward goals for professional learning. Establishes, with staff, system and school leaders, and participants, benchmarks to measure progress toward professional learning goals. Identifies, with staff, system and school leaders, and participants, formative qualitative and quantitative data to measure progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Establishes, with staff and participants, a systematic process for reviewing system and school 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 goals. 	<ul style="list-style-type: none"> Establishes, with staff or participants, benchmarks to measure progress toward goals for professional learning. Identifies, with staff or participants, either qualitative or quantitative data to measure progress toward professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Establishes benchmarks to measure progress toward goals for professional learning. 	<ul style="list-style-type: none"> Fails to identify data to measure progress toward professional learning benchmarks and goals. 	

DIRECTOR OF PROFESSIONAL LEARNING / Data

4.2 Assess progress

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 4.2.2: Collects, analyzes, and interprets formative data to assess progress toward professional learning benchmarks and goals.</p>					
<ul style="list-style-type: none"> Collects and analyzes, with staff, participants, and system and school leaders, formative data to measure progress toward system and school professional learning benchmarks and goals. Formulates, with staff, system and school leaders, and participants, conclusions about progress toward system and school professional learning benchmarks and goals. Interprets, with staff, system and school leaders, and participants, analyzed data to identify enhancers of and barriers to progress. Reports and celebrates formative assessment progress toward professional learning goals. 	<ul style="list-style-type: none"> Collects and analyzes, with staff and participants, formative data to measure progress toward system and school professional learning benchmarks and goals. Formulates, with staff and participants, conclusions about progress toward system and school professional learning benchmarks and goals. Interprets, with staff and participants, analyzed data to identify enhancers of and barriers to progress. Reports and celebrates formative assessment of progress toward professional learning goals. 	<ul style="list-style-type: none"> Collects and analyzes, with staff or participants, formative data to measure progress toward system and school professional learning benchmarks and goals. Formulates, with staff or participants, conclusions about progress toward system and school professional learning benchmarks and goals. Reports formative assessment of progress toward professional learning goals. 	<ul style="list-style-type: none"> Collects and analyzes formative data to measure progress toward system and school professional learning benchmarks and goals. Formulates conclusions about progress toward system and school professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Collects formative data to measure progress toward system and school professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Fails to collect, analyze, and interpret formative data to measure progress toward professional learning benchmarks and goals.

4.2 Assess progress					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.2.3: Uses analysis of progress to make ongoing, needed adjustments in professional learning.					
<ul style="list-style-type: none"> Alleviates, with staff, system and school leaders, and participants, barriers to achieving professional learning benchmarks and goals. Makes, with staff, system and school leaders, and participants, in-process, data-based adjustments in system and school professional learning (i.e. learning designs, coaching, and other support systems). 	<ul style="list-style-type: none"> Alleviates, with staff and participants, barriers to achieving professional learning benchmarks and goals. Makes, with staff and participants, in-process, data-based adjustments in system and school professional learning (i.e. learning designs, coaching, and other support systems). 	<ul style="list-style-type: none"> Alleviates, with staff or participants, barriers to achieving professional learning benchmarks and goals. Makes, with staff or participants, in-process, data-based adjustments in system and school professional learning (i.e. learning designs, coaching, and other support systems). 	<ul style="list-style-type: none"> Identifies barriers to achieving professional learning benchmarks and goals. 	<ul style="list-style-type: none"> Fails to use analysis of progress to make needed adjustments in professional learning. 	

4.3 Evaluate professional learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 4.3.1: Develops capacity to evaluate professional learning.					
<ul style="list-style-type: none"> Develops own, staff, school and system leader, and participant knowledge and skills to evaluate professional learning. 	<ul style="list-style-type: none"> Develops own, staff, and participant knowledge and skills to evaluate professional learning. 	<ul style="list-style-type: none"> Develops own and participant knowledge and skills to evaluate professional learning. 	<ul style="list-style-type: none"> Develops own knowledge and skills to evaluate professional learning. 	<ul style="list-style-type: none"> Fails to support staff to evaluate professional learning. 	
Desired outcome 4.3.2: Develops a plan to evaluate the impact of professional learning.					
<ul style="list-style-type: none"> Reviews, with staff, system and school leaders, and participants, professional learning plans to clarify the theory of change and/or logic model, and goals to guide summative evaluation plans. Identifies, with staff, school and system leaders, and participants; benchmarks and formative data to include in summative evaluation plans. Develops, with staff, school and system leaders, and participant summative evaluation plans that include questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies. 	<ul style="list-style-type: none"> Reviews, with staff and participants; professional learning plans to clarify the theory of change and/or logic model, and goals to guide summative evaluation plans. Identifies, with staff and participants; benchmarks and formative data to include in summative evaluation plans. Develops, with staff and participants; summative evaluation plans that include questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies. 	<ul style="list-style-type: none"> Reviews, with staff or participants; professional learning plans to clarify the theory of change and/or logic model, and goals to guide summative evaluation plans. Identifies, with staff or participants; benchmarks and formative data to include in summative evaluation plan. Develops, with staff or participants; summative system or school evaluation plans that include questions, multiple data sources, data collection methodology, data analysis, interpretation, and dissemination strategies. 	<ul style="list-style-type: none"> Reviews system professional learning plans to clarify the theory of change and/or logic model, and goals to guide summative evaluation plans. Identifies 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. 	<ul style="list-style-type: none"> Develops summative evaluation plans. 	<ul style="list-style-type: none"> Fails to develop summative evaluation plan.

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.					
<ul style="list-style-type: none"> Collects and analyzes, with staff, participants, and school and system leaders, 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Collects and analyzes, with staff or participants, summative educator data to assess changes in knowledge, skills, dispositions, and practices; 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. 	<ul style="list-style-type: none"> Collects and analyzes summative student data to measure changes in student learning and behaviors. 	<ul style="list-style-type: none"> Collects and analyzes data to measure changes in educator behaviors and student learning. 	<ul style="list-style-type: none"> Fails to evaluate the effectiveness and results of professional learning.
Desired outcome 4.3.4: Uses evaluation results to improve professional learning.					
<ul style="list-style-type: none"> Analyzes and interprets, with staff, school and system leaders, and participants, summative evaluation results to identify needed improvements in professional learning. Compiles and disseminates report of the evaluation findings and recommendations for future professional learning. 	<ul style="list-style-type: none"> Analyzes and interprets, with staff and participants, summative evaluation to identify needed improvements in professional learning. Compiles and disseminates report of the evaluation findings and recommendations for future professional learning. 	<ul style="list-style-type: none"> Analyzes and interprets, with staff or participants, summative evaluation to identify needed improvements in professional learning. Compiles and disseminates report of the evaluation findings and recommendations for future professional learning. 	<ul style="list-style-type: none"> Analyzes and interprets summative evaluation to identify needed improvements in professional learning. Applies conclusions to future plans for system and school professional learning. Compiles and disseminates report of the evaluation findings and recommendations for future professional learning. 	<ul style="list-style-type: none"> Disseminates the evaluation findings and recommendations for future professional learning. 	<ul style="list-style-type: none"> Fails to use evaluation results to improve professional learning.

DIRECTOR OF PROFESSIONAL LEARNING/ Learning Designs

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.					
<ul style="list-style-type: none"> Develops own, staff, system and school leader, and participant knowledge about learning theories, and models of adult learning. Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Develops own, staff, and participant knowledge and skills related to research, theories, and models of adult learning. Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Develops own and staff or participant knowledge and skills related to research, theories, and models of adult learning. Develops a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Studies research, theories, and models of adult learning. Develops a repository of print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Studies research, theories, and models of adult learning. 	<ul style="list-style-type: none"> Fails to add to own or others' knowledge base about learning theories, research, and models.
Desired outcome 5.1.2: Acquires knowledge about multiple designs for professional learning.					
<ul style="list-style-type: none"> Develops staff, system and school leader, and participant knowledge about learning theories, and models of adult learning. Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Develops own, staff, and participant knowledge about learning theories, and models of adult learning. Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Develops own and staff or participant knowledge about learning theories, and models of adult learning. Develops a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Studies research, theories, and models of adult learning. Develops a repository of print and electronic materials on professional learning. 	<ul style="list-style-type: none"> Studies research, theories, and models of adult learning. 	<ul style="list-style-type: none"> Fails to develop knowledge about multiple designs for professional learning.

5.2 Select learning designs

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 5.2.1: Acquires and shares knowledge about the multiple factors influencing the selection of learning designs.</p>					
<ul style="list-style-type: none"> • Develops own, staff, system and school leader, and participant knowledge about factors that influence how adults learn. • Develops own, staff, system and school leader, and participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. • Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> • Develops own, staff, and participant knowledge about factors that influence how adults learn. • Develops own, staff, and participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. • Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> • Develops own and staff or participant knowledge about factors that influence how adults learn. • Develop own and staff or participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. • Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> • Develops own knowledge about factors that influence how adults learn. 	<ul style="list-style-type: none"> • Fails to develop and share knowledge about factors that influence selection of professional learning. 	

5.2 Select learning designs					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.2: Applies knowledge to the selection of appropriate learning designs.					
<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff, system and school leaders, and participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff, system and school leaders, and participants, selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • 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 individual, team, school, and system professional learning. • Reviews, with staff and participants, selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff or participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff or participants selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • Supports system or school leaders to select learning designs. 	<ul style="list-style-type: none"> • Fails to apply knowledge to the selection of learning designs. 	

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.					
<ul style="list-style-type: none"> Develops and shares, with staff, system and school leaders, and participants, knowledge about available and emerging technology-enhanced learning designs. Examines, with staff, system and school leaders, and participants, the benefits and limitations of technology-enhanced learning designs. Establishes and applies, with staff, system and school leaders, and participants, criteria for selecting technology-enhanced professional learning designs. Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning. 	<ul style="list-style-type: none"> Develops and shares, with staff and participants, knowledge about available and emerging technology-enhanced learning designs. Examines, with staff and participants, and school leaders, the benefits and limitations of technology-enhanced learning designs. Establishes and applies, with staff and participants, criteria for selecting technology-enhanced professional learning designs. Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning. 	<ul style="list-style-type: none"> Develops and shares, with staff or participants, knowledge about available and emerging technology-enhanced learning designs. Identifies the benefits and limitations of technology-enhanced learning designs. Establishes and applies criteria for selecting technology-enhanced professional learning designs. 	<ul style="list-style-type: none"> Develops knowledge about available and emerging technology-enhanced learning designs. Identifies the benefits and limitations of technology-enhanced learning designs. 	<ul style="list-style-type: none"> Develops knowledge about available and emerging technology-enhanced learning designs. 	<ul style="list-style-type: none"> Fails to develop or share knowledge about technology-enhanced learning designs.

5.2 Select learning designs					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.2.4: Implements appropriate learning designs.					
<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff, system and school leaders, and participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff and participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff or participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Fails to implement appropriate learning designs for professional learning. 	

5.3 Promote active engagement

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 5.3.1: Models active engagement in professional learning.					
<ul style="list-style-type: none"> Participates actively in individual, team, and school, and systemwide professional learning. Engages participants in practices delineated in learning outcomes. Models and shares, with staff, participants, and school and system leaders, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, and school, and systemwide professional learning. Engages participants and others in practices delineated in learning outcomes. Models and shares, with staff and participants, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, school, and systemwide professional learning. Engages participants and others in practices delineated in learning outcomes. Models and shares, with staff or participants, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, school, and systemwide professional learning. Shares strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> Participates actively in individual, team, school, and systemwide professional learning. 	<ul style="list-style-type: none"> Fails to model and promote active engagement.
Desired outcome 5.3.2: Promotes active engagement in the learning process.					
<ul style="list-style-type: none"> Sets and explains expectation that staff, participants, and system and school leaders engage actively in individual, team, school, and systemwide professional learning. Coaches staff, participants, and system and school leaders to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> Sets and explains expectation that staff and participants engage actively in individual, team, school, and systemwide professional learning. Coaches staff and participants to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> Sets and explains expectation that staff or participants engage actively in individual, team, school, and systemwide professional learning. Coaches staff or participants to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> Sets expectation that staff or participants engage actively in individual, team, school, and systemwide professional learning. Coaches staff or participants to embed active engagement in learning processes. 	<ul style="list-style-type: none"> Fails to promote or support active engagement in professional learning. 	

6.1 Apply change research

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.1.1: Develops capacity to apply research on change to support implementation of professional learning.</p>					
<ul style="list-style-type: none"> Reviews research and studies exemplary change practices (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to lead the change process. Develops own, staff, system and school leader, 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 the change process. 	<ul style="list-style-type: none"> Reviews research and studies exemplary change practices (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to lead the change process. Develops own, staff, 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 the change process. 	<ul style="list-style-type: none"> Reviews research and studies exemplary change practices (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to lead the change process. Develops own, staff, and participant capacity to understand and lead the change process and to address opportunities and problems of practice. 	<ul style="list-style-type: none"> Reviews research and studies exemplary change practices (IC maps, SoC, LoU, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to lead the change process. Develops own and staff or participant capacity to understand and lead the change process and to address opportunities and problems of practice. 	<ul style="list-style-type: none"> Reads articles, papers, and reports about the change process. Develops own capacity to understand and lead the change process and to address opportunities and problems of practice. 	<ul style="list-style-type: none"> Fails to engage in ongoing professional 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.					
<ul style="list-style-type: none"> • Uses change research to make decisions about implementation. • Demonstrates patience and perseverance to support staff, system and school leaders, and participants throughout the change process. • Coaches staff, system and school leaders, and participants to assess and respond to concerns related to implementation. 	<ul style="list-style-type: none"> • Uses change research to make decisions about implementation. • 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. 	<ul style="list-style-type: none"> • Uses change research to make decisions about implementation. • Demonstrates patience and perseverance to support staff and participants throughout the change process. • Assesses and responds to concerns related to implementation. 	<ul style="list-style-type: none"> • Uses change research to make decisions about implementation. • Assesses and responds to concerns related to implementation. 	<ul style="list-style-type: none"> • Uses change research to make decisions about implementation. 	<ul style="list-style-type: none"> • Fails to apply change research to plans and actions to support implementation of professional learning.
Desired outcome 6.1.3: Monitors implementation of professional learning.					
<ul style="list-style-type: none"> • Clarifies, with staff, system and school leaders, and participants, expectations for implementation. • Develops, with staff, system and school leaders, and participants, guides/tools to support and assess implementation of professional learning. • Coaches staff, system and school leaders, and participants to use implementation data to refine and accelerate implementation. 	<ul style="list-style-type: none"> • Clarifies, with staff and participants, expectations for implementation. • Develops, with staff and participants, guides/tools to support and assess implementation of professional learning. • Coaches staff and participants, to use implementation data to refine and accelerate implementation. 	<ul style="list-style-type: none"> • Clarifies, with staff or participants, expectations for implementation. • Develops, with staff or participants, guides/tools to support and assess implementation of professional learning. • Coaches staff or participants to use implementation data to refine and accelerate implementation. 	<ul style="list-style-type: none"> • Clarifies expectations for implementation. • Assesses implementation of professional learning. 	<ul style="list-style-type: none"> • 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.					
<ul style="list-style-type: none"> • Demonstrates belief in educators' ability and willingness to be effective. • Embeds, with staff, system and school leaders, and participants, 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, system and school leaders, and participants to deepen understanding, and refine and accelerate implementation. 	<ul style="list-style-type: none"> • Demonstrates belief in educators' ability and willingness to be effective. • Embeds, with staff and participants, 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, and refine and accelerate implementation. 	<ul style="list-style-type: none"> • Embeds, with staff or participants, 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 or participants to deepen understanding, and refine and accelerate implementation. 	<ul style="list-style-type: none"> • Embeds multiple forms and types of differentiated support necessary for implementation into the system plan for professional learning. • Extends and differentiates professional learning for participants to deepen understanding, and refine and accelerate implementation. 	<ul style="list-style-type: none"> • Provides implementation support when requested. 	<ul style="list-style-type: none"> • Fails to provide differentiated support for implementation.

6.2 Sustain implementation

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.2.2: Sustains support to reach high-fidelity implementation of professional learning.</p>					
<ul style="list-style-type: none"> • Embeds, in system professional learning plan, support needed for three to five years to achieve full implementation. • Adjusts, with staff, system and school leaders, 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. 	<ul style="list-style-type: none"> • Embeds, in system professional learning plan, support needed for three to five years to achieve 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. 	<ul style="list-style-type: none"> • Embeds, in system professional learning plan, support needed for three to five years to achieve full implementation. • Adjusts, with staff or 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Fails to provide support for implementation of professional learning. 	

6.3 Provide constructive feedback

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 6.3.1: Develops capacity to give and receive constructive feedback.</p>					
<ul style="list-style-type: none"> • Develops own, staff, system and school leader, and participant knowledge and skills to give and receive constructive feedback. • Models giving and receiving constructive feedback. • Coaches staff, system and school leaders, and participants to give and receive constructive feedback. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Develops own and staff or participant knowledge and skills to give and receive constructive feedback. • Models giving and receiving constructive feedback. • Coaches participants to give and receive constructive feedback. 	<ul style="list-style-type: none"> • Develops own knowledge and skills to give and receive constructive feedback. • Models giving and receiving constructive feedback. 	<ul style="list-style-type: none"> • Develops own knowledge and skills to give and receive constructive feedback. 	<ul style="list-style-type: none"> • Fails to develop own and staff knowledge and skills in giving and receiving constructive feedback.

6.3 Provide constructive feedback

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 6.3.2: Gives and receives constructive feedback to accelerate and refine implementation of professional learning.					
<ul style="list-style-type: none"> Develops, with staff and school leaders, system procedures, technologies, and schedules for giving and receiving feedback. Provides staff, system and school leaders, 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, system and school leaders, and participants scheduled feedback on the implementation of professional learning using varied tools and strategies. Analyzes and shares, with staff, system and school leaders, and participants, feedback data to improve implementation. 	<ul style="list-style-type: none"> Develops, with staff, system procedures, technologies, and schedules for giving and receiving feedback. Provides 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, etc.) 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. 	<ul style="list-style-type: none"> Develops system procedures, technologies, and schedules for giving and receiving feedback. Provides staff or 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 or participants scheduled feedback on the implementation of professional learning using varied tools and strategies. Analyzes and shares, with staff or participants, feedback data to improve implementation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Fails to give and receive feedback on implementation of professional learning.

DIRECTOR OF PROFESSIONAL LEARNING / Outcomes

7.1 Meet performance standards

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 7.1.1: Uses educator performance standards to identify professional learning needs.					
<ul style="list-style-type: none"> Develops own, staff, system and school leader, and participant capacity to use educator performance standards to identify needs and goals for professional learning. Analyzes, with staff, system and school leaders, and participants, educator performance standards to identify professional learning needs. 	<ul style="list-style-type: none"> Develops own, 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. 	<ul style="list-style-type: none"> Develops own and staff or participant capacity to use educator performance standards to identify needs and goals for professional learning. Analyzes, with staff or participants, educator performance standards to identify professional learning needs. 	<ul style="list-style-type: none"> Develops own capacity to use educator performance standards to identify needs and goals for professional learning. Analyzes educator performance standards to identify professional learning needs. 	<ul style="list-style-type: none"> Analyzes educator performance standards to identify professional learning needs. 	<ul style="list-style-type: none"> Fails to use educator performance standards to identify professional learning needs.

DIRECTOR OF PROFESSIONAL LEARNING / Outcomes

7.1 Meet performance standards

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 7.1.2: Uses educator performance standards to make decisions about the content of professional learning.					
<ul style="list-style-type: none"> Develops own, staff, system and school leader, and participant capacity to use educator performance standards to identify the knowledge, skills, and practices needed to achieve performance goals. Supports staff, system and school leaders, and participants to monitor content of professional learning for alignment with educator performance standards and goals. Coaches staff, system and school leaders, and participants to use educator performance standards to identify the knowledge, skills, and practices educators need to achieve performance goals. 	<ul style="list-style-type: none"> Develops own, staff, and participant capacity to use educator performance standards to identify 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 educators need to achieve performance goals. 	<ul style="list-style-type: none"> Develops own and staff or participant capacity to use educator performance standards to identify the knowledge, skills, and practices needed to achieve performance goals. Supports staff or participants to monitor content of professional learning for alignment with educator performance standards and goals. 	<ul style="list-style-type: none"> Develops own capacity to use educator performance standards to identify the knowledge, skills, and practices needed to achieve performance goals. 	<ul style="list-style-type: none"> Fails to use educator performance standards to identify the content of professional learning. 	

7.1 Meet performance standards

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.1.3: Engages in professional learning to meet own performance standards.</p>					
<ul style="list-style-type: none"> • Develops own, staff, system and school leader, and participant knowledge about role-specific expectations, responsibilities, and performance standards. • Engages in professional learning to develop knowledge, skills, dispositions, and practices reflected in performance standards. • Practices skills until mastery is achieved. • Engages in coaching, feedback, and reflection on own performance. 	<ul style="list-style-type: none"> • Develops own, staff, and participant knowledge about own performance standards. • Engages in professional learning to develop knowledge, skills, practices, and dispositions reflected in performance standards. • Practices skills until mastery is achieved. • Engages in coaching, feedback, and reflection on own performance. 	<ul style="list-style-type: none"> • Develops own and staff or participant knowledge about own performance standards. • Engages in professional learning to develop skills reflected in performance standards. • Practices skills until mastery is achieved. 	<ul style="list-style-type: none"> • Studies own performance standards. • Engages in professional learning to develop skills reflected in performance standards. 	<ul style="list-style-type: none"> • Reads performance standards. 	<ul style="list-style-type: none"> • Fails to engage in professional learning related to own performance standards.

DIRECTOR OF PROFESSIONAL LEARNING / Outcomes

7.2 Address learning outcomes

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.2.1: Uses student learning outcomes to identify professional learning needs.</p>					
<ul style="list-style-type: none"> • Develops own, staff, system and school leader, and participant capacity to use student learning outcomes to identify needs and goals for professional learning. • Analyzes, with staff, system and school leaders, and participants, student learning outcomes to identify professional learning needs. 	<ul style="list-style-type: none"> • Develops own, staff, and participant capacity to use student learning outcomes to identify needs and goals for professional learning. • Analyzes, with staff, participants, and system and school leaders, student learning outcomes to identify professional learning needs. 	<ul style="list-style-type: none"> • Develops own and staff or participant capacity to use student learning outcomes to identify needs and goals for professional learning. • Analyzes, with staff or participants, student learning outcomes to identify professional learning needs. 	<ul style="list-style-type: none"> • Develops own capacity to use student learning outcomes to identify needs and goals for professional learning. • Analyzes student learning outcomes to identify professional learning needs. 	<ul style="list-style-type: none"> • Uses student learning outcomes to identify professional learning needs. 	<ul style="list-style-type: none"> • Fails to use student learning outcomes to identify professional learning needs.

7.2 Address learning outcomes					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Desired outcome 7.2.2: Uses student learning outcomes to make decisions about the content of professional learning.					
<ul style="list-style-type: none"> Develops own, staff, system and school leader, and participant capacity to use student learning outcomes to delineate the knowledge, skills, and practices needed to achieve student learning goals. Supports staff, system and school leaders, and participants to monitor content of professional learning for alignment with student learning outcomes and goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Develops own and staff or participant capacity to use student learning outcomes to identify the knowledge, skills, and practices needed to achieve student learning goals. Supports staff or participants to monitor content of professional learning for alignment with student learning outcomes and goals. 	<ul style="list-style-type: none"> Uses student learning outcomes to identify the knowledge, skills, and practices needed to achieve student learning goals. Monitors content of professional learning for alignment with student learning outcomes and goals. 	<ul style="list-style-type: none"> Fails to use student learning outcomes to identify the content of professional learning. 	
Desired outcome 7.2.3: Engages in professional learning to increase student results.					
<ul style="list-style-type: none"> Engages in professional learning, coaching, feedback, and reflection to improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Engages in professional learning, coaching, and reflection to improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Engages in professional learning and reflection to improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Engages in professional learning to improve the effects of own performance on student learning outcomes. 	<ul style="list-style-type: none"> Engages in professional learning unrelated to student learning outcomes. 	

7.3 Build coherence

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


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7.3 Build coherence

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Desired outcome 7.3.2: Links professional learning with past experiences.</p>					
<ul style="list-style-type: none"> Collects, analyzes, and uses, with staff, system and school leaders, 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. 	<ul style="list-style-type: none"> 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. 	<p>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.</p>	<ul style="list-style-type: none"> Collects, analyzes, and uses 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. 	<ul style="list-style-type: none"> 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.

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