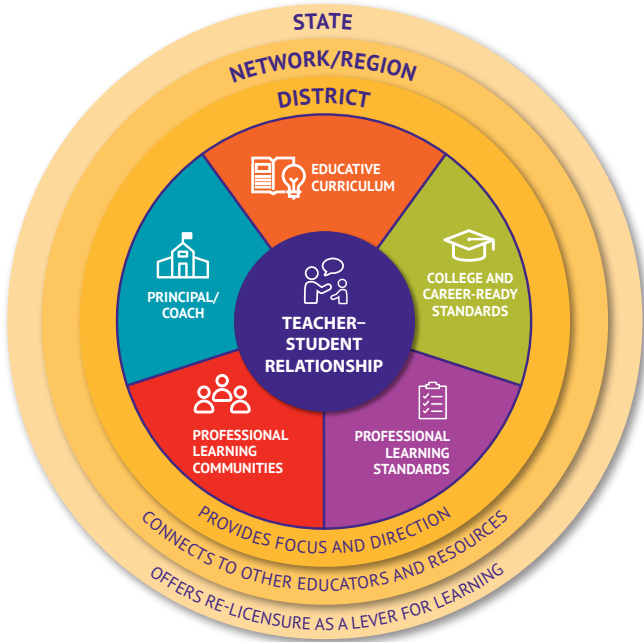


# Professional Learning System



This graphic illustrates the complex system that is needed to support teacher development and growth. Ideally, teacher professional learning exists within a “nested system” of aligned structures. When articulated well, a teacher’s professional learning is connected to and aligned with the structures that support educators within their district, in their network/region, and within their state. Ensuring coherence effectively embeds continuous improvement into our educational system.



## TEACHER-STUDENT RELATIONSHIP

The teacher-student relationship is at the center of this nested system. The connection between a teacher and students is at the core of all professional learning and growth; the system must be supportive and responsive to both student and teacher needs.

Surrounding this all-important relationship are the supports that make teacher learning and growth successful:



## EDUCATIVE CURRICULUM

A high-quality educative curriculum, one that provides learning supports for educators and aligns with content standards, gives teachers strong content as well as information that helps them better understand concepts and student learning.



## COLLEGE AND CAREER-READY STANDARDS

Ensuring that every student is held to high academic college and career-ready standards offers teachers a benchmark for their instruction and professional learning.



## PROFESSIONAL LEARNING STANDARDS

Clear, research-based professional learning standards provide a common vision and a framework for conditions and processes that ensure meaningful teacher growth.



## PROFESSIONAL LEARNING COMMUNITIES

Strong professional learning communities have the potential to offer teachers a collaborative learning experience and systematic process to improve their practice.



## PRINCIPAL/COACH

Support from a coach or principal at the building level can inspire teacher change, while providing guidance and guardrails.

## DISTRICT, NETWORK/REGION, AND STATE

Districts, regional groups, and state entities all work toward providing individual elements of these supports for educators. Districts provide focus and direction for the learning. Networks/regional groups connect teachers to resources and other educators. Finally, state policy provides direction and regulations to support a coherent and effective system, using policy levers such as re-licensure to encourage meaningful professional learning. Most importantly, these entities work together to determine where professional learning efforts have been successful and where more learning needs to occur to meet both teachers’ and students’ goals.