SEA Tool 2.1 Analyzing current policy impact

Directions	Use the open-ended questions in this tool to gather information on stakeholders' perspectives on current policies and practices for identifying, selecting and using high-quality instructional materials and content-anchored professional learning.

After this step is completed, use this information to compare current policies and practices with the new definition of professional development in ESSA and determine if any changes need to be made. But, for this exercise, the primary purpose of this process is to understand current policies and practice, not to determine what it should be. Not all policy areas or questions are appropriate for all stakeholders. Consider your participants and plan accordingly.

Policy areas	Clarifying questions	Evidence and data sources	Priority*
1. Vision May be leveraged to elevate importance of effective professional learning for identifying, selecting, implementing and using high-quality instructional materials and curriculum and its relationship to educator effectiveness and student achievement.	• How does our vision elevate the importance of professional learning for identifying, selecting, implementing and using high-quality instructional materials and curriculum in your district? • If it does not, do we think something about this belongs in there?		
2. Research on evidence based professional learning How is the expectation that research on effective professional learning undergird all professional learning decisions and actions signaled?	• What roles do research and evidence play in professional learning decision making? • What roles should they play? • What opportunities exist in current policy to ensure that research and evidence are systematically guiding the design and delivery of professional learning and is used to monitor and measure effectiveness, equity, and impact? • Will this policy change ensure that the research on high-quality instructional materials and curriculum-anchored professional learning is a priority?		

* **1**=Essential   **2**=Important but not mission critical   **3**=Has been in place for several or many years but may have sufficient evidence to continue   **4**=Can be delayed or discontinued

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3. Purposes of professional learning The three purposes for professional learning are individual growth, team and school development, and organizational improvement. Often this organizer provides a framework for distinguishing roles, responsibilities, and processes.	• Are these purposes represented in current policy? • Under what scenarios would that be helpful? • How are selection and implementation support for high-quality instructional materials aligned to each purpose? • How is curriculum-anchored, team-based learning aligned? Where might it be represented in a policy?		
4. Governance for professional learning Delineates lines of authority for professional learning and defines processes for decision making.	• What is the source for statutes, rules/regulations, policies, or expectations that govern professional learning? • Are there new opportunities to elevate its importance and to emphasize new priorities such as selection and implementation support for high-quality instructional materials and curriculum-anchored team learning?		
5. Roles and responsibilities for professional learning Delineates lines of authority for professional learning and defines processes for decision making.	• Who is typically involved in decisions about professional learning? Title IIA? Curriculum and instructional materials? What kinds of decisions do they make? Who should be involved, but is not? • How is professional learning planned, implemented, coordinated, and evaluated? • Who is responsible for data collection and the use of evidence? • Is there a policy move here that would clarify expectations?		

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6. Requirements for professional learning Delineates the expectations through policy, rules, regulations, and guidance.	• What are expectations regarding financial investments? Reporting structures? Reporting outcomes? Focus areas? • Is there value in state mandates to ensure baseline learning and continuous learning systems to support selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles?		
7. Alignment with other systems How is professional learning aligned with other SEA departments including HR, Curriculum or Academics, Talent, and Leadership.	• How does professional learning contribute to or interact with systems (e.g. hiring and retaining educators, curriculum and high-quality materials, instruction, assessment, performance evaluation, or student performance)? • How do these systems influence the content, delivery, and amount of professional learning? • How is professional learning for identifying, selecting, implementing and using high-quality instructional materials and curriculum linked to teacher and school leader effectiveness or evaluation systems? Major reform initiatives? Other learning-focused systems?		
8. Evidence-based professional learning This evidence-based approach analyzes student data to pinpoint to districts where teachers need support in addressing the unique needs of their students.	• What evidence is typically used to inform decisions about the content, delivery and amount of professional learning? • How is the content determined?		

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9. Leadership for professional learning District and school leaders and facilitators of professional learning need to be well prepared for their leadership roles.	• To what degree are leaders and facilitators well prepared to lead/facilitate professional learning for identifying, selecting, implementing and using high-quality instructional materials prepared? • Where in policy can this expectation be sustained?		
10. Plans for professional learning Districts' professional learning plans must align with system improvement goals and their strategic plan.	• Are there plans for professional learning at the state, district, school, team and individual levels? • Are they required? Reviewed? Approved? If so, how? • Is there a policy play to ensure that systems are in place to support selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles?		
11. Licensure/Certification/ Micro-credentials Determine the role of professional learning for initial, additional, and advanced licenses or certifications, and micro-credentials for continuous improvement or new roles.	• What programs, certifications or micro-credentials earn educators' renewal of their credentials, awards, additional compensation or other incentives? • Is there a policy play to ensure that systems to support selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles are in place?		
12. Dedicated time for professional development Design/revise policies that allocate time for professional learning within the workday several times per week and set aside additional days — as much as 10 days per school year — for learning associated with individual, team school, system, and state improvement goals.	• Is dedicated time set aside for professional learning within the workday? Outside the workday? • Has time for professional learning increased, decreased, or stayed the same in the last five years? • How is time allocated? • Who determines when it occurs and how it is used?		

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13. Dedicated funding for professional learning Set-aside and/or adequate funding (local, state, federal, and other) is required to ensure application of learning to achieve desired impact.	• Has funding for professional learning increased, decreased, or stayed the same in the last five years? • Is there a designated amount or percentage of funding specifically set aside for professional learning? Local funds? State funds? Federal funds? • Is there a policy play to ensure that systems to support selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles are in place?		
14. Other resources Other resources such as staff, technology, and materials to increase access to and, effectiveness and impact of professional learning.	• What other resources (staff, technology, and materials) support professional learning? • How are those resources acquired and allocated? • Where do most of these resources reside? District budget? School budget?		
15. Job-embedded collaboration Job-embedded collaboration among peers within professional learning and during application and improvement of practice is encouraged through new ESSA legislation.	• How much time is devoted for teams of teachers to collaborate? • What resources including high quality instructional materials can teachers access for job-embedded support? • What preparation and support do educators have for effective collaborative learning (e.g. scheduled time, coaches)?		
16. Mentoring and induction Design/revise policies for multiyear mentoring and induction to support novice educators and those assuming new positions that includes personalized support and reinforcement of the disposition of continuous improvement.	• How are novice teachers supported? • How are educators in new roles supported? • What is included in induction programs for staff members? • How does mentoring and induction align with systemwide goals and individual educator needs? • Is there a policy play to ensure that systems to support selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles are in place?		

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17. Incentives and recognition for professional learning Use application and impact of professional learning as criteria for incentives or recognition for professional learning.	• What incentives exist for participation in professional learning? • How are those incentives awarded or earned? • Are the incentives based on application and impact of learning? • Who determines if the incentives will be awarded? • Is there a policy play to ensure that systems to support selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles are in place?		
18. Evidence of impact of professional learning Collection of data that determines the impact that professional learning has had on teaching practice and student outcomes.	• What data is collected on impact? By whom? When? • Who uses evidence results? • How is evidence used for professional learning? • Is there a policy play to ensure that systems to support selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles are in place?		
19. Third-party providers Develop and/or revise criteria for maintaining effectiveness, equity, impact and alignment with specified goals when engaging third-party providers in the professional learning system.	• What processes are in place to ensure third-party providers meet the requirements for evidence-based, effective, impactful professional learning and provide high-quality instructional materials? • What new expectations should be in place to ensure that providers have background expertise to support implementation of selection and implementation of high-quality instructional materials and curriculum-anchored team learning cycles are in place?		

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20. Use of instructional materials Develop and/or revise policies for identifying, selecting, using, and leveraging high-quality materials that aligns with standards and meet needs of all students.	• Who sets the policies and guidelines regarding the use of instructional materials in your district? What policies and guideline could be put in place? • Is there perhaps an "incentive" move vs. a mandate? • Are there any mandates around material use? In what schools/ levels? (e.g. teachers may not use supplemental materials unless vetted by the district; district must provide comprehensive sets of materials to meet needs of all learners). • What does the union contract say about materials and professional development related to curriculum/instructional materials?		
21. Purchase of instructional materials Making the process of selecting materials more transparent and effective by using agreed upon criteria and the involvement of stakeholders.	• How do instructional materials get purchased in your school/district/ state? • Are they purchased at the district or school level? • Do individual schools have additional, discretionary funds to purchase instructional materials? • How is the quality of selection managed and ensured? • What role do federal and state funds play in selection?		

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