Course Overview

This course explores the critical roles of planning and designing adult learning within a standards-driven, comprehensive professional learning system.

Professional learning plans serve as the navigation system for standards-based professional learning, guiding individuals, schools, districts, and states in coordinating learning experiences designed to achieve outcomes for educators and students. For professional learning plans to be executed effectively, educators must take an active role in designing adult learning that builds knowledge, develops skills, transforms practice, challenges attitudes and beliefs, and inspires action.

This course will help you develop professional learning plans for individuals, teams, schools, and whole systems that focus on improved teacher practice and student results. The tools, strategies, and protocols included in this course will also help you choose learning designs that are appropriate for your intended audiences, and help you implement and evaluate those designs to guarantee sustained implementing of effective professional learning.

Course Outcomes

Learners who complete this course will be able to:

- Develop professional learning plans for individuals, teams, schools and systems driven by specific, measurable outcomes for educators and students.
- Use the Backmapping model to plan professional learning that improves student performance.
- Apply the core components of Learning Forward's Learning Designs standard to the evaluation and selection of adult learning designs.
- Evaluate a design's potential for effectiveness based on its alignment with adult learning theories and with specific educator and student learning goals.
- Use research-based tools to support planning, implementing, evaluating, and sustaining professional learning.

Course Text and Readings

All participants will receive a digital copy of the report *Professional Learning Plans: A Workbook for States, Districts, and Schools.* Additional readings are assigned as part of each course module, and a list of resources used in the development of the course is provided at the end of this syllabus.

Module 1: Professional Learning Plans

Module 1 Outcomes

Learners who complete this module will be able to:

- Articulate why professional learning guided by a clear vision, definition, and standards has greater impact on student success.
- Describe the role of professional learning plans within a comprehensive system.
- Describe the key elements of a professional learning plan.
- Examine sample vision and mission statements that guide the planning of professional learning.

Module 1 Components

- Course Introduction
- Course Navigation
- Module 1 Introduction
- Readings – Workbook p. 4-8; Introduction, *Standards for Professional Learning;* McCommas, "Aim Higher."
- Part 1: Professional Learning Drives System Improvement
  - Video – Stephanie Hirsh, "Learning Forward Core Beliefs"
  - Video – Jacqueline Kennedy, "UYsing Standards to Guide Planning"
- Part 2: Professional Learning Plans
  - Video – Frederick Brown, "Improving Teacher Practice"
- Apply Your Learning – Tools for Developing a Professional Learning Plan
- Module 1 Reflection
- Module 1 Assessment

Module 2: The Backmapping Model for Planning Professional Learning

Module 2 Outcomes

Learners who complete this module will be able to:

- Describe how the Backmapping model results in professional learning for educators that aligns with specific student learning needs.
- Develop educator and student learning goals written in a SMART format, and use the KASAB model to align educator and student learning outcomes.
- Identify evidence of the Backmapping model within a school district's Professional Learning Plan.

Module 2 Components

- Module 2 Introduction
- Readings – Workbook p. 9-22; *Duval County Public Schools Five Year Professional Development Plan, 2010-2015*
- Backmapping Model Overview
    - Video – Terry Morganti-Fisher, "Backmapping Model Overview"
- Step 1 – Analyzing Student Learning Needs
- Step 2 – identifying Community Characteristics
- Step 3 – Developing Improvement Goals and Student Outcomes
- Step 4 – Identifying Educator Needs and Goals
    - Video – Terry Morganti-Fisher, "Developing SMART Goals
- Apply Your Learning – KASAB Chart and Sample Individual Learning Plan
- Module 2 Reflection
- Module 2 Assessment

Module 3: Designing Effective Professional Learning

Module 3 Outcomes

Learners who complete this module will be able to:

- Describe the core elements of the Learning Designs standard.
- Describe essential features of high-quality learning designs.
- Use research on how adults learn and models of powerful designs to develop a set of criteria for selecting learning designs.

Module 3 Components

- Introduction
- Readings – Workbook, p. 23-25; Learning Designs, *Standards for Professional Learning;* Drago-Severson, "How adults learn"; Easton & Morgant-Fisher, "How to choose the right learning design."
- Step 5 – Study the Research
- Guiding Tool – Comparing Learning Designs
- Part 1 – How Adults Learn
    - Video – Eleanor Drago-Severson, "Informational and Transformational Learning"
- Part 2 – The Learning Designs Standard
    - Video – Patricia Roy, "Learning Designs Standard and Elements"
- Part 3 – Selecting Learning Designs
    - Video – Lois Brown Easton, "Anatomy of Professional Learning Designs"
- Apply Your Learning – Powerful Designs Evaluation Chart Tool
- Module 3 Reflection
- Module 3 Assessment

Module 4: Implementing, Evaluating, and Sustaining Professional Learning

Module 4 Outcomes

Learners who complete this module will be able to:

- Develop assumptions, a theory of change, and logic models that guide implementation of professional learning.
- Apply research-based tools that support change efforts.
- Use tools for planning professional learning implementation and evaluation.

Module 4 Components

- Module introduction
- Readings – Workbook p. 26-49; Armstrong, "The Art of Feedback"; Spiro, "Winning Strategy"; Wilson, "Evaluating Professional Learning from the District's Perspective."
- Part 1 – Theory of Change and Logic Models
- Part 2 – Planning for Evaluation
    - Video – Joellen Killion, "Developing an Evaluation Framework"
- Part 3 – Implement, Evaluate, Sustain
    - Video – Eleanor Drago-Severson, "Facilitating Adult Growth

- Apply Your Learning – Establishing a Theory of Change Tool
- Module 4 Reflection
- Module 4 Assessment

Post-Course Steps

Participants who pass the final assessment will be emailed a certificate signifying their completion of the course. They will be able to download a document that includes all reflection assignments organized into a course learning journal. Finally, participants will be asked to complete a voluntary post-course survey to provide feedback on the course.

Course Resources

Australian Institute for Teaching and School Leadership. (2014). *Designing professional learning*. Melbourne, VIC, Australia: AITSL and Learning Forward.

Colton, A. & Duff, V. (2014, May 22). Giving and receiving feedback. In *Learning Forward Webinar Series.* Retrieved from http://learningforward.org/learning-opportunities/webinars/webinar-archive/giving-and-receiving-feedback

Drago-Severson, E. (2009). *Leading adult learning.* Thousand Oaks, CA: Corwin and Learning Forward.

Drago-Severson, E. (2011). How adults learn forms the foundation of the learning designs standard. *JSD, 32*(5), 10-12.

Drago-Severson, E. & Blum-DeStefano, J. (2014). Change no to yes: Leaders find creative ways to overcome obstacles to adult learning. *JSD, 35*(4), 26-29.

Drago-Severson, E. Roy, P., & von Frank, V. (2015). *Reach the highest standard in professional learning: Learning designs.* Thousand Oaks, CA: Corwin and Learning Forward.

Duval County Public Schools. (2010). *Five Year Comprehensive Professional Development Plan, 2010-2015.* Retrieved from: http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/DCPS_Five_Year_PD_Plan.pdf

Easton, L.B. & Morganti-Fisher, T. (2014, August). How to choose the right learning design. *JSD, 35*(4), 10-16, 24.

Easton, L.B. (ed). (2015). *Powerful designs for professional learning* (3rd ed.). Oxford, OH: Learning Forward.

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Garmston, R.J. & Zimmerman, D.P. (2012). The collaborative compact: Operating principles lay the groundwork for successful group work. *JSD, 34*(2), 10-16.

Guskey, T.R. (2012). The rules of evidence. *JSD, 33*(4), 40-43.

Guskey, T.R., Roy, P., & von Frank, V. (2014). *Reach the highest standard in professional learning: Data.* Thousand Oaks, CA: Corwin and Learning Forward.

Hall, G.E. & Hord, S.M. (2011). Implementation: Learning builds the bridge between research and practice. *JSD, 32*(4), 52-57.

Hall, G.E. & Hord, S.M. (2011). *Implementing change: Patterns, principles, and potholes* (3rd ed.). Upper Saddle River, NJ: Pearson.

Hirsh, S. & Hord, S. (2012). *A playbook for professional learning: Putting the standards into action*. Oxford, OH: Learning Forward.

Hirsh, S. & Killion, J. (2007*). The learning educator: A new era for professional learning.* Oxford, OH: NSDC.

Hirsh, S., Psencik, K, & Brown, F. (2014). *Becoming a learning system.* Oxford, OH: Learning Forward.

Hord, S.M. & Roussin, J.L. (2013). *Implementing change through learning: Concerns-based concepts, tools, and strategies for guiding change.* Thousand Oaks, CA: Corwin.

Jolly, A. (2013). Creating a learning team road map. *JSD, 34*(2), 32-37.

Joyce, B. & Calhoun, E. (2010). Models of professional development: A celebration of educators. Thousand Oaks, CA: Corwin and NSDC.

Killion, J. (2008). *Assessing impact: Evaluating staff development* (2nd ed.). Thousand Oaks, CA: Corwin and NSDC.

Killion, J. (2013). *Comprehensive professional learning system: A workbook for states and districts.* Oxford, OH: Learning Forward.

Killion, J. (2013). *Professional learning plans: A workbook for states, districts, and schools*. Oxford, OH: Learning Forward.

Killion, J. & Roy, P. (2009). *Becoming a learning school*. Oxford (OH): NSDC.

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Roy, P. & Drago-Severson, E. (2015, March 26). Helping adults learn. In *Learning Forward Webinar Series.* Retrieved from http://learningforward.org/learning-opportunities/webinars/webinar-archive/helping-adults-learn#.VSISaUaNBc8

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