# Course Overview

This course guides learners through a deep exploration of the Standards for Professional Learning. It is designed both for educators who are new to the standards, and leaders seeking guidance in helping others implement standards-based professional learning.

The Standards for Professional Learning define the conditions, attributes, and essential content for effective professional learning. They serve as the criteria for planning, implementing, and evaluating professional learning practices, and describe how quality professional learning leads to increased teaching effectiveness and student achievement. The standards call for a new form of educator learning, and they highlight the importance of educators taking an active role in their continuous improvement.

For most educators working in schools, professional learning is the most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs. Using the standards to plan, facilitate, and evaluate professional learning heightens the quality of educator learning, the performance of all educators, and student learning.

This course will explore what Standards for Professional Learning look like in action. Through readings, presentations, videos, tools, reflection assignments and assessments, earners will gain strategies for implementing the standards in their schools, districts, or organizations, and will be prepared to champion professional learning that is focused on increased educator effectiveness and results for students.

# Course Outcomes

Learners who complete this course will be able to:

- Explain the importance of standards-based professional learning as a key driver for improved teaching effectiveness and student achievement.

- Share implications of the standards in designing, implementing, and evaluating professional learning that improves student learning.

- Describe the core elements of each of the seven standards and provide practical examples of each standard in action.

- Assess their own work and the work being done in their schools, systems, or organizations in relation to the standards.
- Use tools and protocols for designing and leading professional learning that reflects a cycle of continuous improvement.

## Course Text and Readings

All participants will receive a digital copy of the *Standards for Professional Learning.* 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: Introducing the Standards for Professional Learning

### Module 1 Outcomes

Learners who complete this module will be able to:

- Define the Standards for Professional Learning.
- Articulate a rationale for standards-based professional learning as a primary vehicle for schools and systems to strengthen educator performance.
- Describe the link between professional learning and student results.
- Identify how educators within all levels of a system can use the standards in their work.

### Module 1 Components

- Course Introduction
- Navigating the Course
- Standards Familiarity Survey
- Module 1 Introduction
- Standards Introduction Video – Stephanie Hirsh
- Reading – Foreword and Introduction, *Standards for Professional Learning*
- Why Professional Learning?
- What Are the Standards for Professional Learning? (w/video)
- Prerequisites for Professional Learning (w/video)
- Underlying Assumptions
- The Seven Standards
- Link to Student Results (w/video)
- Using the Standards
- Apply Your Learning – Standards Self-Assessment Tool
- Reflection Assignment
- Module 1 Assessment

# Module 2: Learning Communities

## Module 2 Outcomes

Learners who complete this module will be able to:

- Describe the core elements of the Learning Communities standard.
- Explain the seven steps of the cycle of continuous improvement.
- Engage colleagues in conversations about the impact of collective professional learning on student achievement.
- Articulate the key attributes of professional learning communities.

## Module 2 Components

- Introduction
- Readings – Learning Communities, *Standards for Professional Learning*; Lieberman & Miller, "Learning Communities"; Tobia & Hord, "I Am a Professional"
- Learning Communities Standard Video – Shirley Hord
- What Is a Learning Community?
- The Cycle of Continuous Improvement (w/video)
- The Cycle in Action – Ford Middle School video
- Collective Responsibility
- Alignment and Accountability
- Learning Community Attributes
- Apply Your Learning – Cycle of Continuous Improvement Planning Tool
- Reflection Assignment
- Module 2 Assessment

# Module 3: Leadership

## Module 3 Outcomes

Learners who complete this module will be able to:

- Describe the core elements of the Leadership standard.
- Analyze their own strengths and needs related to leadership.
- Apply new leadership knowledge and skills in their work with learning teams.
- Identify five key practices of effective school leaders and consider applications of these practices in their own work.

**Module 3 Components**
- Introduction
- Readings – Leadership, *Standards for Professional Learning*; Dodman, "A Vivid Illustration of Leadership"; Wahlstrom & York-Barr, "Leadership"
- Leadership Standard Video – Mike Ford
- The Critical Role of Leadership
- Developing Capacity for Learning and Leading (w/video)
- Advocating for Professional Learning (w/video)
- Creating Support Systems and Structures
- The Five Practices of Effective School Leaders
- Apply Your Learning – Defining Leadership Roles and Responsibilities Tool
- Reflection Assignment
- Module 3 Assessment

# Module 4: Resources

**Module 4 Outcomes**

Learners who complete this module will be able to:

- Describe the core elements of the Resources standard.

- Identify internal and external resources to meet student and educator learning needs.

- Use new strategies for establishing time within the school day for collaborative professional learning.

**Module 4 Components**
- Module introduction
- Readings – Resources, *Standards for Professional Learning*; Killion & Hirsh, "Investments in Professional Learning Must Change"; Odden, "Resources"; Slabine, "841 Square Miles of Commitment"
- Resources Standard Video – Dan Bickel
- Resources Support Learning
- Identifying Professional Learning Resources
- Funding Resources
- Allocating and Assessing Resources (w/videos)
- Finding Time for Professional Learning
- Apply Your Learning – Establishing Time for Professional Learning Tool
- Reflection Assignment
- Module 4 Assessment

# Module 5: Data

## Module 5 Outcomes

Learners who complete this module will be able to:

- Describe the core elements of the Data standard.

- Use a variety of data to set student and educator learning goals.

- Apply a framework for using data to evaluate professional learning.

## Module 5 Components

- Module introduction
- Readings – Data, *Standards for Professional Learning*; Bergman, "Put Data in the Driver's Seat"; Reeves & Flach, "Data"; von Frank, "Track Data. Tweak Instruction. Repeat."
- Data Standard Video – Eric Brooks
- What Are Data?
- Using Data in Professional Learning
- Multiple Sources of Data
- Assessing Progress (w/video)
- Evaluating Professional Learning (w/video)
- Apply Your Learning – Data Conversations Tool
- Reflection Assignment
- Module 5 Assessment

# Module 6: Learning Designs

## Module 6 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.

- Recommend supports that promote active engagement in professional learning.

- Develop a set of criteria for evaluating learning designs.

## Module 6 Components

- Module introduction
- Readings - Learning Designs, *Standards for Professional Learning*; Easton & Morganti-Fisher, "How to Choose the Right Learning Design"; Joyce & Calhoun, "Learning Designs"; Vaughn & McLaughlin, "What Can Motivate Teachers to Learn? Ask Them"

- Why Adult Learning Matters
- Goals and Features of Adult Learning
- The Need for Differentiation
- Videos – "Applying Learning Theories" & "Selecting Learning Designs"
- Focus on Outcomes
- Active Engagement
- Apply Your Learning – KASAB Chart Tool
- Reflection Assignment
- Module 6 Assessment

# Module 7: Implementation

## Module 7 Outcomes

Learners who complete this module will be able to:

- Describe the core elements of the Implementation standard.

- Apply research-based tools that support change efforts.

- Identify common obstacles to change and implement strategies for overcoming those obstacles.
- Support colleagues' knowledge and skills to give and receive constructive feedback.

## Module 7 Components

- Module introduction
- Readings – Implementation, *Standards for Professional Learning*; Armstrong, "The Art of Feedback"; Hall & Hord, "Implementation"; Spiro, "Winning Strategy"
- Implementation Standard Video – Julie Lambert & Valerie Mitrani
- Implementing Change
- The Implementation Bridge
- Stages of Concern
- Levels of Use
- Innovation Configurations
- Sustaining Implementation (w/video)
- VProviding Constructive Feedback (w/video)
- Apply Your Learning – Innovation Configuration Maps for Teachers
- Reflection Assignment
- Module 7 Assessment

## Module 8: Outcomes

### Module 8 Outcomes

Learners who complete this module will be able to:

- Describe the core elements of the Outcomes standard.

- Align professional learning with student, educator, school and system performance standards.

- Explain the role of student and educator performance standards in the planning and evaluation of professional learning.

### Module 8 Components

- Module introduction
- Readings – Outcomes, *Standards for Professional Learning*; Killion & Kennedy, "The Sweet Spot in Professional Learning"; Reading – Saphier, "Outcomes"; Reading – Kinzer & Taft, "What's Best for Our Students"
- Outcomes Standard Video – Margarita Calderon
- Outcomes Drive Professional Learning
- Aligning Professional Learning to Educator Standards
- Student Learning Outcomes
- The Backmapping Model (w/video)
- Building Coherence (w/video)
- Apply Your Learning – Backmapping Model Tool
- Reflection Assignment
- Module 8 (Final) Assessment

## Post-Course Steps

Participants who pass the final assessment will be emailed a certificate signifying their completion of the course. They will also be asked to take a post-course standards familiarity survey, and 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.

# 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](http://learningforward.org/learning-opportunities/webinars/webinar-archive/giving-and-receiving-feedback)

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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). *Implementing change: Patterns, principles, and potholes* (3rd ed.). Upper Saddle River, NJ: Pearson.

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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). *Establishing time for professional learning.* Oxford, OH: Learning Forward.

Killion, J. & Hirsh, S. (2012). The bottom line on excellence: A guide to investing in professional learning that increases educator performance and student results. *JSD, 33*(1), 10-16.

Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.

Mizell, H. (2013). Ground professional learning with outcomes. *The Learning System, 8*(4), 1-2.

Odden, A., Archibald, S., Fermanich, M, & Gallagher, H.A. (2002). How to figure the cost of professional development. *JSD, 23*(2), 53-58.

SEDL. "Innovation Configurations." Retrieved 15 September 2014 from http://www.sedl.org/cbam/innovation_configurations.html

SEDL. "Levels of Use." Retrieved 15 September 2014 from http://www.sedl.org/cbam/levels_of_use.html

SEDL. "Stages of Concern." Retrieved 15 September 2014 from http://www.sedl.org/cbam/stages_of_concern.html

The Wallace Foundation. (2013). *The school principal as leader: Guiding schools to better teaching and learning.* New York, NY: The Wallace Foundation.