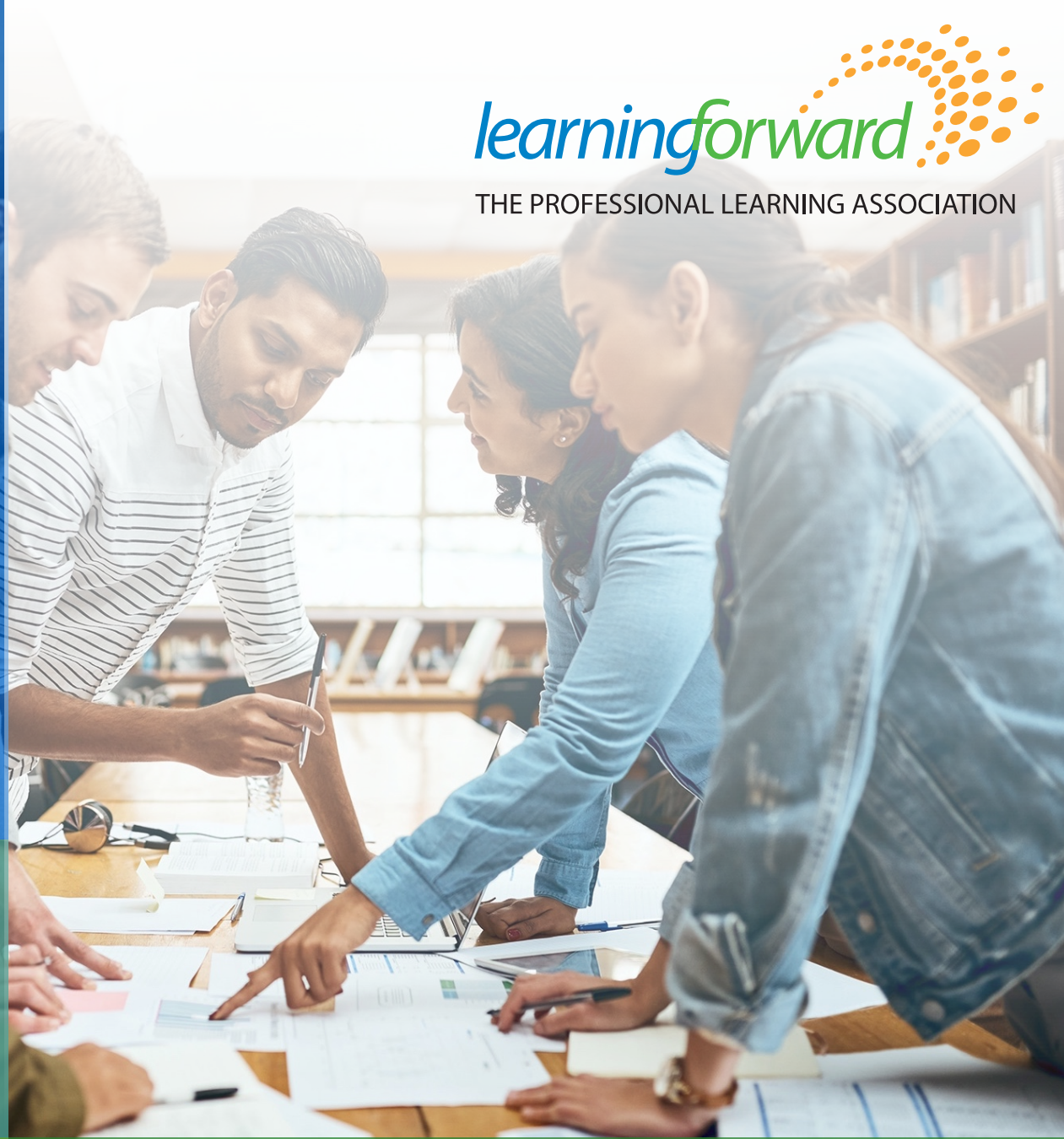# Standards for Professional Learning

learningforward

THE PROFESSIONAL LEARNING ASSOCIATION
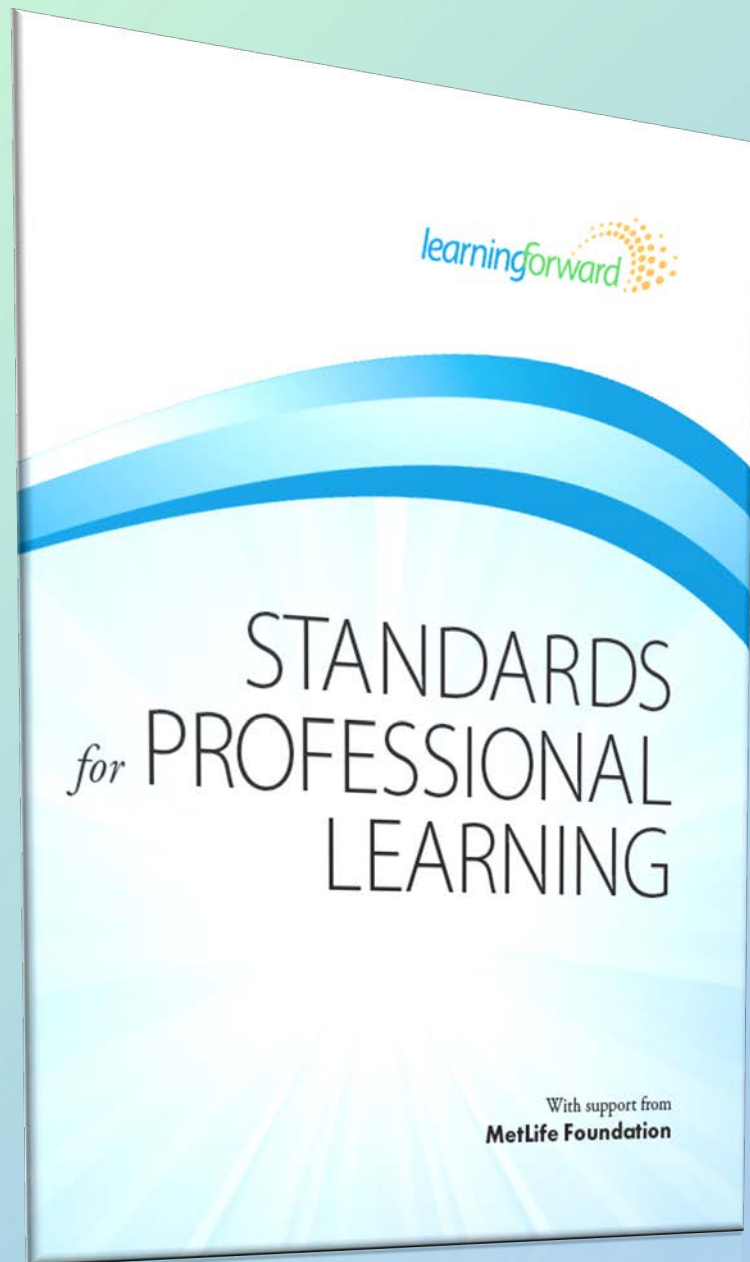
Annual Conference
December 6-8, 2020

Today's Agenda

- Welcome and introductions
- Overview of Standards revision process
- Panel Conversation
- Exploring and discussing the 1.0 Standards
- Next steps: Public commentary and feedback opportunity

Standards for Professional Learning

Released
July 18, 2011

Standards for Professional Learning

Learning Communities

Implementation

Learning Designs

Resources

Leadership

Outcomes

Data

Standards for Professional Learning Advisory Council

Standards Advisory Council

Alberti	Sandra	Senior Fellow for Strategic Partnerships	Student Achievement Partners (SAP)
Bintz	Jody	Associate Director for Strategic Partnerships & Professional Learning	BSCS Science Learning
Branch	Gracie	Associate Executive Director | Professional Learning	National Association for Elementary School Principals (NAESP)
Campbell	Carol	Associate Professor Leadership and Educational Change	Ontario Institute for Studies in Education University of Toronto
Cravens	Xiu	Associate Dean for International Students and Affairs & Associate Professor of the Practice	Department of Leadership, Policy, and Organizations Vanderbilt University
Davin	Linda	Senior Policy Analyst	National Education Association (NEA)
Dickinson	Elisabeth	Senior Manager for Professional Learning	American Federation of Teachers (AFT)
Elia	Michelle	Ohio Literacy Lead	Ohio Department of Education
Ellis	Amanda	Associate vice president, P-20 Policy and Programs	Kentucky Council on Postsecondary Education
Esmond	Leilani	Director / Department of Staff Development	Gwinnett County Public Schools
Goodwin	Bryan	Chief Executive Officer	McREL International
Hamilton	Kristin	Vice President | Standards and Assessments	National Board for Professional Teaching Standards (NBPTS)
Hirsch	Eric	Executive Director	EdReports

Standards Advisory Council

Hirsh	Stephanie	Former Executive Director	Learning Forward
Hyler	Maria	Deputy Director DC Office	Senior Researcher	Learning Policy Institute (LPI)
Katnik	Paul	Assistant Commissioner/Office of Educator Quality	Missouri Department of Elementary and Secondary Education
Killion	Joellen	Senior Advisor	Learning Forward
Mackay	Anthony	CEO	President	National Center on Education and the Economy (NCEE)
Norton	Scott	Deputy Executive Director of Programming	Council of Chief State School Officers (CCSSO)
Rost	Linda	2020 State Teacher of the Year	Baker High School, Montana
Sykora	Carolyn	Senior Director, Standards Programs	International Society for Technology in Education (ISTE)
Twal	Nader	Program Administrator-myPD	Long Beach Unified School District, California
Williams	Marlon	Principal	Williams Middle School 180, Bronx, NY
Wilson	Jacqueline	Executive Director	National Policy Board for Educational Administration (NPBEA)
Witkowski	Litsy	Co-Founder and Principal Consultant	Rivet Education

Advisory Council Structure

Advisor group comprised of leaders at the province, state, district, school, and classroom levels to contribute expertise and feedback in the development of the revised Standards and related tools, and in the dissemination, implementation, and assessment process

Four working groups comprised of 4-6 individuals:
- Research team
- Writing and content development team
- District, state and province team
- Review team

Standards Research Team

- **Carol Campbell,** (Co-Chair) Associate Professor, Leadership and Educational Change, Ontario Institute for Studies, University of Toronto
- **Maria Hyler,** (Co-Chair) Senior Researcher and Deputy Director of the Washington, D.C. office, Learning Policy Institute
- **Laura Desimone,** Professor and Director of Research, College of Education and Human Development, University of Delaware
- **Heather Hill,** Jerome T. Murphy Professor in Education, Harvard Graduate School of Education
- **Kellie Kim,** Vice President, Research Partnerships, MCREL
- **Jeremy Roschelle,** Executive Director, Learning Sciences at Digital Promise

Research Agenda

Completed Literature Review
- **AIR** reviewed **38** studies that fit very tight parameters: Randomized control trial studies that included a PL intervention and demonstrated changes in teacher practice and improved student outcomes (out of an initial scan of 1,350 studies)
- Review found evidence of all 2011 Standards
- Key takeaways around **content expertise, instructional materials, coaching.**

Learning Forward will create a research brief to share key takeaways and questions as the initial public product of the research agenda for the Standards revision.

Research Agenda

Next Step: Research Meta-analysis

- **AIR** will analyze 60 studies (38 from the initial review + 22 that show changes in teacher practice) in depth.

- **Purpose:** To understand more fully the elements of professional learning (including those related to design, context, and implementation) that result in intended outcomes.

Learning Forward's research team has advised Learning Forward to be bold in framing and pushing a research agenda, acknowledging the limitations of traditional research sources.

Rationale for Revised Standards

- The standards must demand and support conditions that create equity and excellence across all school systems.

- Research and evidence in the last decade have clarified the importance of integrating professional and high-quality curriculum materials; elements of effective leadership; high-performing networks and professional learning communities; and more.

- The increasing interest and responsibility to use evidence-based professional learning models and strategies to support educator growth and performance.

- **The current global crisis lays bare the long-standing structural and societal inequities that are barriers to high-quality teaching and learning for all children.**

Based on your experience and expertise, why is this area of focus (Equity, Curriculum, Transformation, and Research) critical for educators and how does it connect with and support the other areas of focus in the revised Standards?
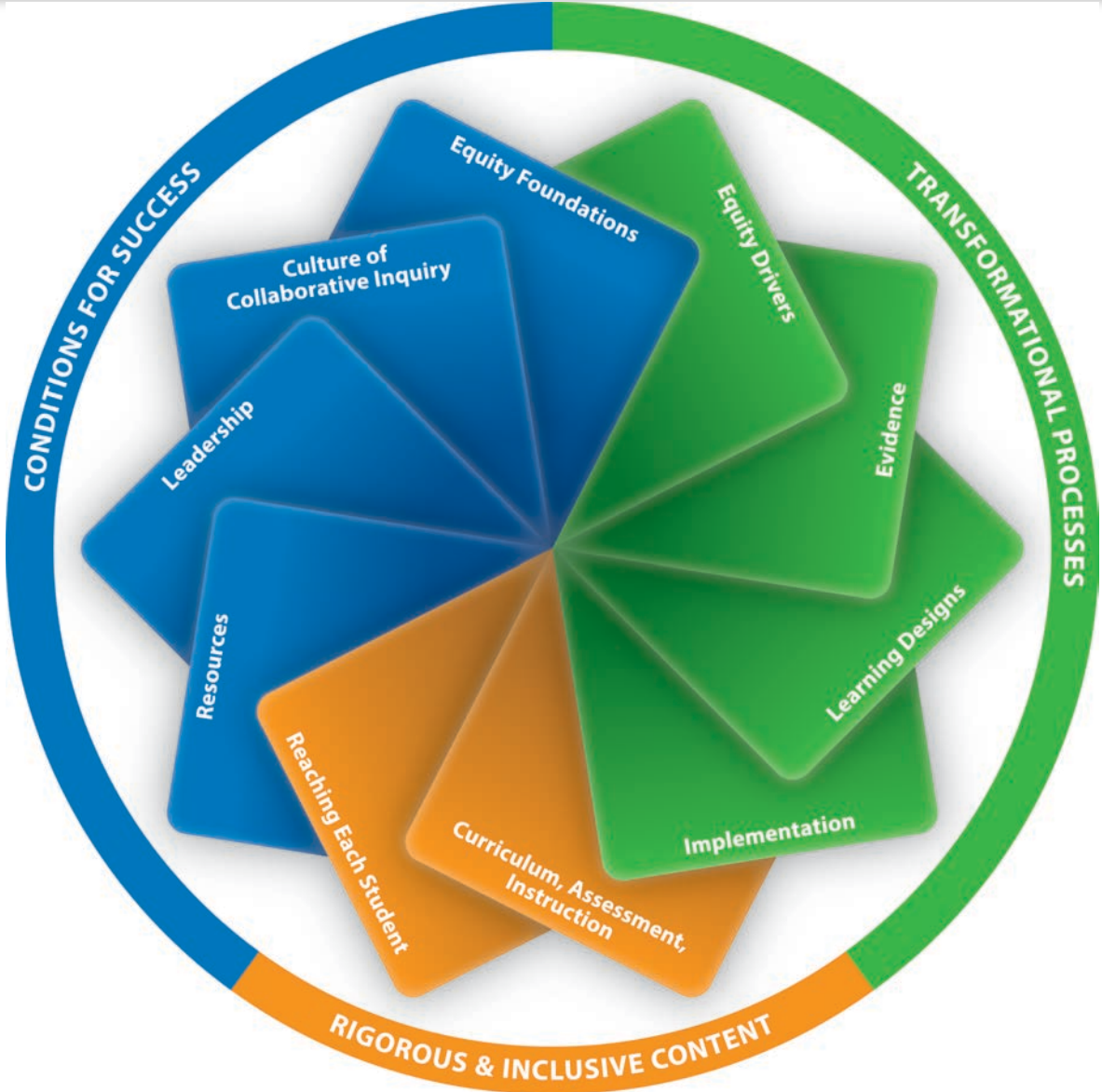
CONDITIONS FOR SUCCESS

Equity Foundations

Educators establish a vision for professional learning that leads to equity for adults and students, create structures to achieve that vision, and create an inclusive professional learning culture.

Culture of Collaborative Inquiry

Educators commit to and drive continuous improvement, engage in collaborative learning, and take shared responsibility for improving learning for all students.

Leadership

Educators establish a compelling and inclusive vision for professional learning, ensure a coherent system of supports to build individual and collective capacity, and advocate for professional learning by making both the impact of professional learning and their own learning visible to others.

Resources

Educators allocate resources for professional learning, prioritize their use to achieve a vision for equitable outcomes for all students, and monitor the impact of resource investments.

TRANSFORMATIONAL PROCESSES

Equity Drivers

Educators reflect individually and collectively about their own biases, support and collaborate with diverse colleagues, and cultivate beliefs, knowledge, and behaviors that accelerate ambitious outcomes for all educators and students.

Evidence

Educators use evidence and data from many sources, including research, to inform and monitor their own and their students' learning. Educators also contribute to the field by measuring the individual and collective impact of their learning on students.

Learning Designs

Educators set relevant and contextualized learning goals and apply the science of learning to implement evidence-based learning designs.

Implementation

Educators understand and apply research on change management theory, engage in and learn from feedback processes, and implement and sustain professional learning that leads to long-term educator, student, school, and system outcomes.

RIGOROUS & INCLUSIVE CONTENT
Curriculum, Assessment, Instruction
Educators understand and implement the school or district's overall curriculum, select and use high-quality culturally relevant instructional materials, and integrate content, instruction, technology, and assessment knowledge and skills.

Reaching Each Student
Educators recognize each student's particular assets and aspects of identity, understand students' contexts and conditions, and serve as advocates for and partners with diverse students, families, and communities.

Culture
of Collaborative
Inquiry

Educators commit to and drive

continuous improvement,

engage in collaborative learning,

and take shared responsibility

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Culture of Collaborative Inquiry

Educators recognize that to increase and improve learning for every student, they must not only consistently develop their own knowledge and expertise, but also contribute to the collective improvement of their colleagues and their organization. They understand that their own impact can be multiplied and magnified when it becomes part of a collective effort.

They build a culture of collaborative inquiry when they consistently approach learning as a shared responsibility and privilege, knowing it is the essential pathway to student success. Educators embrace learning as an organizational priority, commit to reflecting on and improving their own practice, and support and contribute to their colleagues' learning.

Educators contribute to sustaining a culture of collaborative learning by engaging in informed, strategic, and consistent routines. Through repeated experiences, educators develop the habits of mind and practices that make collaboration truly effective. Here are the main components of the Culture of Collaborative Inquiry standard.

● COMMIT TO AND DRIVE CONTINUOUS IMPROVEMENT

Educators recognize continuous improvement as both a driver and an outcome of meaningful collaboration and commit to engaging fully as learners willing to examine, reflect, and improve their own practice. They recognize that achieving shared goals takes time, persistence, and trusting, authentic relationships. As their confidence in the learning process and in each other grows, educators

Educators recognize that improvements in teaching and learning are accelerated by the deprivatization of practice — making their practice visible and shareable. They open their doors literally and figuratively to invite observations by peers as well as discussions about instructional successes and challenges and constructive feedback dialogues.

Educators understand that, individually and collectively, they influence student growth, and they believe that each improvement in their mindsets, knowledge, or skills leads to an improvement in student outcomes. They trust their colleagues will support them when they risk failure to test a new instructional strategy or acknowledge a blind spot in their approach to student learning. In turn, they support their colleagues as they do the same.

● ENGAGE IN COLLABORATIVE LEARNING

Educators engage in collaborative processes that embed and facilitate continuous improvement. Using established frameworks and protocols ensures that the collaboration is directly relevant to their day-to-day work and focused on instruction that improves outcomes for all students. Educators use research, school and system goals, and professional experience to identify the most productive and appropriate collaborative strategies and models.

Educators engage in consistent, recurrent learning cycles that encourage and support collaborative professional inquiry. Collaborative inquiry involves rigorous, thoughtful questioning and rich discussions about all aspects of teaching and learning. Educators collaboratively analyze relevant data and outcomes, set learning goals, engage in individual and collaborative learning, implement strategies, and reflect on the results.

Educators develop a full understanding of the

of educators. Educators use the analysis of data throughout the process to ensure each student's access to and opportunity for challenging learning and identify students who need additional support.

Educators commit to addressing a shared problem of practice based on relevant data and an understanding of their own context. Problems of practice are focused on proximal challenges such as addressing student learning variability, implementing curriculum, aligning content across courses and refining instruction. Educators then identify potential improvements to implement and test.

Educators are comfortable with some uncertainty about the outcomes of the test they are about to undertake, because they will look at the results together and reflect about success, failure, and any needed adaptations (Donohoo, 2013).

Educators ensure that their collaboration is purposeful and tightly focused through frequent team meetings, either in person or virtually, and adherence to shared norms that support the learning cycle, such as time for reflection and being transparent about goals and data.

Educators align their learning goals across teams as well as to school, district, and system priorities to ensure that collaborative learning is directly tied to improving student outcomes. Educators use protocols, templates, and tools to support the development and use of shared language, engagement of stakeholders and policymakers, and common methods for collecting and analyzing data and evidence.

● TAKE SHARED RESPONSIBILITY

Educators hold themselves and their colleagues responsible for making progress toward the goals they have established, rather than placing responsibility on the students or external actors. Individual educator learning is valuable in improving each teacher's agency and self-efficacy;

RESOURCES

· **Campbell, C., Osmond-Johnson, P., Faubert, B., Zeichner, K., & Hobbs-Johnson, A. (with Brown, S., DaCosta, P., Hales, A., Kuehn, L., Sohn, J., & Steffensen, K.). (2017).** *The state of educators' professional learning in Canada: Final research report.* Learning Forward.
· **Hargreaves, A. & Fullan, M. (2012).** *Professional capital: Transforming teaching in every school.* Teachers College.
· **Hattie, J. (2018).** *Visible learning for teachers: Maximizing impact on learning.* Routledge.
· **Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016).** *Beyond PD: Teacher professional learning in high-performing systems.* National Center on Education and the Economy.

for progress toward their shared goals for students. Mutual accountability includes looking closely at whether colleagues provide opportunities to learn for every student and developing strategies to address any inequities.

To inform this shared effort, educators seek out opportunities to learn from each other's professional experience, research, and observing peers and being observed. They commit to formative assessments of their own learning, shared reflection, and being reliable constructive colleagues who focus on improving instruction for all students.

They reflect on evidence of their shared impact as a way to build collective efficacy, the shared belief that educators are having a positive impact on student outcomes. Honoring this shared belief in their own impact, educators try to view questions and even conflict as productive, leading to a better shared understanding of how they work cooperatively to improve teaching and learning.

Educators value the ways in which shared responsibility and mutual respect for expertise creates opportunities for meaningful educator

ESSENTIAL ACTIONS

To achieve the key outcomes of the Culture of Collaborative Inquiry standard, educators develop individual and collective capacity through high-quality professional learning when they:

- Possess a deep understanding of the interrelatedness of the Standards for Professional Learning and how collaborative teams can use the standards to advance continuous improvement.

- Sustain a culture of learning and inquiry through their own commitment to continuous improvement and support of their colleagues' ongoing learning and development.

- Understand the power of making one's own practice visible and shareable to improve the collective efficacy of all educators to ensure all students experience academic success.

- Participate in school-based collaborative inquiry teams to implement, support, and assess evidence-based and inclusive instructional strategies to achieve the goal of academic success for each student.

- Use continuous improvement frameworks, tools, and resources to support teachers and leaders working together to identify common challenges and proposed strategies for improvement.

- Collaboratively analyze which of their collective efforts have an impact and take responsibility as a team to continue to improve for the sake of every student they serve.

- Support formal and informal ways to recognize teacher leaders who develop and amplify teacher agency, voice, and commitment to collective improvement.

CULTURE OF COLLABORATIVE INQUIRY:
COLLECTIVE IMPROVEMENT FOR ALL LEARNERS

Educators at the Claremont Secondary School in British Columbia are undertaking an effort to improve history instruction, and Leo Ganatra is at the center of the work to identify and address inequities of learning experiences among students. As the history department chair, he connects district and provincial goals to the priorities established by the school's educators.

Although the school has a long-established culture of collaborative learning, teacher interviews reveal that collaboration in some cases has become more about compliance than shared learning about educator practice impacting student outcomes. Ganatra is confident that the provincial priority to integrate the First Peoples Principles of Learning can be an opportunity to improve certain parts of the curriculum. And while he recognizes that there is a range among the faculty in terms of comfort with change and familiarity with the province's equity priorities, he also sees this as an opportunity to refocus and reinvigorate educator collaboration.

Like many of their colleagues around the world and across Canada, the Claremont educators appreciate that when inquiry is a driver of professional learning, it results in improved teaching and improved student learning. The practice of inquiry requires a commitment to working in a particular set of structured steps and a willingness to engage fully, which can be challenging to sustain. They appreciate that collaborative learning is more than people simply coming together to create buy-in or engage in group thinking, but rather is an opportunity to share their experience as they practice professional judgement and develop additional expertise.

Ganatra convenes his department to discuss

The first meeting starts with a brief introduction, then a refresher about the collaborative inquiry process they will use to define their own problem of practice and identify the set of strategies they will collectively test and refine.

Ganatra raises the question about how the department can best address the First Peoples Principles of Learning. There is an honest discussion about competing demands for teachers' time and energy and the fact that this is not something they have discussed before as part of their day-to-day work.

After discussion, the teachers agree that if there is to be a shift in the school's culture so that each student feels that his or her academic and personal growth matters, the educators must ensure their instruction is more culturally supportive and hold each other accountable to their shared commitment to inclusiveness.

The team begins by asking each other a series of questions, such as: What do we do already to address the First People? Are there successful strategies we should keep? What needs to change to address the challenge? How do we know the change we are making is actual improvement? How will we know we are successful?

The team develops a problem of practice focused on building capacity to address the diversity of cultures and history of British Columbia's Aboriginal peoples, which aligns with the provincial priorities and is directly relevant to their own commitment to increasing understanding of First Nations peoples among all students.

The team zeroes in on a plan to incorporate additional content over several weeks and, true to continuous improvement principles, collect data

Draft Revised Standards for Professional Learning

Questions and Reactions to Draft Revised Standards for Professional Learning-Equity Session

Questions and Reactions to Draft Revised Standards for Professional Learning-Curriculum Session

Questions and Reactions to Draft Revised Standards for Professional Learning-Transformation Session

Questions and Reactions to Draft Revised Standards for Professional Learning-Research Session

High-Level Standards Revision Timeline

Key Standards Development Points that model and reflect an iterative communication and feedback process:

- **Early December:** Release first draft of revised Standards for feedback
- **December-January**: Six-week window for public feedback and commentary
- **March 2021:** Initial concepts for implementation tools
- **May 2021:** Target date for draft two of revised Standards along with limited tools for school & district testing
- **July-December 2021:** Continue tools development and testing
- **January-March 2022:** Final production and release

Feedback Opportunity with Draft Revised Standards for Professional Learning

Draft Revised Standards and Feedback Survey