



Connect, Engage, Learn

Teacher Evaluation Growth and Development

Learning Forward VA
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Components of a Comprehensive Professional Learning System

Component	Definition/Explanation
1. Purpose/function/role of professional learning	What are the function, purpose, and role of professional learning? Why should it be required and funded with public resources?
2. Fundamental assumptions related to professional learning	What do we believe about professional learning? These may be research-, theory, or practice-based. An example is: When educators learn, students learn.
3. Operational definition of professional learning to support quality control, achieve results, and provide guidance	What is professional learning? What is it and what isn't it? For example, can attending a conference be the sum total of an educator's professional learning? This is where key ideas about collaborative, job-embedded, aligned with student learning standards, etc., can be reinforced.
4. Relationship among professional learning and other systems such as accountability, licensure and induction, educator effectiveness, etc.	What is the interface of professional learning with relicensure, school improvement, educator effectiveness, etc.?

<p>5. Balance among professional learning to meet individual, school and team, and program goals</p>	<p>Professional learning is needed for three reasons overall. One is to improve individual performance. However, that is insufficient to implement new curricula, for example. Program-implementation focused professional learning is needed when new programs are introduced. Yet, program specific is insufficient to achieve overall school or team goals. That requires team and school-focused professional learning to get everyone moving in the same directions, supporting the same end results, etc. ALL three purposes must be a part of a comprehensive system of professional learning. PGES does this for the individual goals, yet does not link to programs or school or team goals, unless perhaps an individual’s goal is about program implementation. Just so important to balance all of these.</p>
<p>6. Balance of formal and informal learning</p>	<p>This relates to the way professional learning is designed and implemented. The standards, for example, stress the importance of using multiple forms of learning including individual reflection and analysis, formal courses or workshops, and collaborative work such as designing and scoring assessments, developing and analyzing instructional units, coaching, instructional rounds, peer observations, curriculum development, etc. There are 22 different learning designs noted in Powerful Designs for Professional Learning. The design of learning should align with the intended outcomes. In too many cases, there is a one or two-day workshop and no support for implementation to follow. That is an example of an imbalance between formal and informal learning.</p>
<p>7. Role of and relationship among SEA, LEAs, schools, and individual educators in professional learning, i.e., authority and accountability</p>	<p>Who has what authority and responsibility for what decisions? Individuals have some decision-making authority, and that is often shared with peers and supervisors. Most decisions about professional learning are governed by a set of clear criteria in regulations, such as in the criteria I drafted, and then supported by experts with deep understanding of professional learning.</p>
<p>8. Policies that support and sustain the core elements of the comprehensive system</p>	<p>What “rules” exist to support and sustain the system? If the system is not governed and monitored, it will be inequitable and not all students will be served will. The rules established and the authority defined are limited or permitted by state laws, legislation, etc. Some rules, parameters, expectations, etc., are essential.</p>

<p>9. Standards for effective professional learning that define excellence or quality</p>	<p>How do we determine if professional learning is effective and how can we use this to help people design, implement, and measure professional learning for improvement?</p>
<p>10. Process to develop expertise of leaders (principals, teacher leaders, providers, central office staff, etc.) responsible for professional learning</p>	<p>This is related to authority and responsibility and can be combined with roles and responsibilities above. I separated it because it is such a core implementation issue that is often ignored. Who is responsible for developing the expertise of those with responsibility and authority for professional learning? How do we ensure that they have access to what they need to know, are doing their work appropriately (e.g., is professional learning a part of the standards for leaders in the new educator effectiveness system? Is it in the teacher standards?) How do we develop their expertise in preparation programs and inservice?</p>
<p>11. Systems to manage professional learning</p>	<p>In KY, this is CIITS mostly. How are data, plans, information, resources, evidence, etc., managed for ease of access and use? It should include as CIITS does both an educator and student component. It goes well beyond where do I go to get a workshop or video on classroom management and guides individuals, teams, and schools to look at relevant data, set goals, establish plans, monitor progress, store evidence, measure success, and repeat the cycle.</p>
<p>12. Decision-making processes for professional learning</p>	<p>How are decisions made? Majority vote, consensus, designated representation, etc.?</p>
<p>13. Input, output, and outcome monitoring and measurement related to the effectiveness and results of professional learning.</p>	<p>What gets monitored and how are the data used? Who uses the data from what purpose? How can we determine if professional learning is contributing to goal achievement? This is the work of the evaluation work group.</p>

<p>14. System for selecting, approving, and/or monitoring providers and vendors for quality assurance and results</p>	<p>What criteria or expectations do providers of professional learning need to meet within KY? This can be complex or simple—Simple, hold them accountable for meeting all criteria of the system and filing a report with evidence periodically. Complex, require a formal approval process for any provider. The latter is more often needed when professional learning continues to count hours awarded and licensing and relicensing depend on acquisition of a designated number of hours, units, credits, etc.</p>
<p>15. Stability of resources for professional learning (financial, time, staff, technology, and materials)</p>	<p>What gets invested determines the value of professional learning and its potential for success? Some states have a set-aside funding for professional learning, such as all districts must spend 1%-2% of their budgets on professional learning. It is important to consider stability of resources. How do we ensure that we can implement what we start, provide equitable resources for professional learning to schools and districts, and how do we use technology to help us do more than what we are currently doing?</p>



Analysis of Existing Professional Learning System based on the Components of a Comprehensive Professional Learning System

Components of a Comprehensive Professional Learning System	Exists (Where; how; who is responsible, e.g., individual teacher, school, district, regional centers, state, etc.)	Needs revision (Specify how)	Missing (Specify how to address, i.e., not needed, needed and how to include, etc.)
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3. Operational definition of professional learning to support quality control, achieve results, and provide guidance			
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6. Balance of formal and informal learning			
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8. Policies that support and sustain the core elements of the comprehensive system			
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10. Process to develop expertise of leaders (principals, teacher leaders, providers, central office staff, etc.) responsible for professional learning			
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