



Florida's
MTSS

A Multi-Tiered
System of Supports

Introduction to the High Quality Professional Learning Indicator Checklist

Amanda March, Ph.D.
Jayna Jenkins, Ed.D.
Clark Dorman, Ed.S.
University of South Florida





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Welcome!



- Introductions.
- Current Responsibilities for Professional Learning?
- How Do You Currently Monitor the Planning, Delivering, and Evaluating of Professional Learning?
- Materials.
- Questions Before Starting?

Materials: <http://www.floridarti.usf.edu/resources/presentations/index.html>

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Objectives



After this session, participants will be able to:

1. Facilitate a model of **best practice elements** in educator professional learning
2. Apply knowledge of effective adult learning techniques to facilitate the **design, delivery, and evaluation** of comprehensive **professional learning activities**
3. Utilize and adapt the **High Quality Professional Learning Indicator Checklist** to facilitate job-embedded professional learning at the school, district, and state level(s)

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Agenda



- Introduction
 - Professional Learning (PL) Defined
 - Overview of the Learning Forward Standards
- Best Practices in Professional Learning
 - PL Indicators & Examples
 - High Quality PL Indicator Checklist
 - Example & Graphs
- Practice Activities
 - Reviewing & Planning for Professional Learning
- Closing & Reflections
- Q & A

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WHAT IS PROFESSIONAL LEARNING?





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Professional Learning Defined



According to **Learning Forward**, the term "**professional development**" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement –

(A) Professional development **fosters collective responsibility** for improved student performance and must be comprised of professional learning that:

- (1) is **aligned with rigorous state student academic achievement standards** as well as related local educational agency and **school improvement goals**;
- (2) is **conducted among educators at the school** and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;

<http://www.learningforward.org/standfor/definition.cfm>

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Professional Learning Defined, cont.

(3) primarily occurs **several times per week** among established **teams** of teachers, principals, and other instructional staff members where the teams of **educators engage in a continuous cycle of improvement** that –

- (i) **evaluates student, teacher, and school learning needs** through a thorough review of data on teacher and student performance;
- (ii) defines a clear set of **educator learning goals** based on the rigorous analysis of the data;
- (iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and **evidence-based learning strategies**, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
- (iv) **provides job-embedded coaching** or other forms of assistance to **support the transfer of new knowledge and skills** to the classroom;
- (v) **regularly assesses the effectiveness** of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
- (vi) informs **ongoing improvements** in teaching and student learning; and
- (vii) that may be supported by **external assistance**.

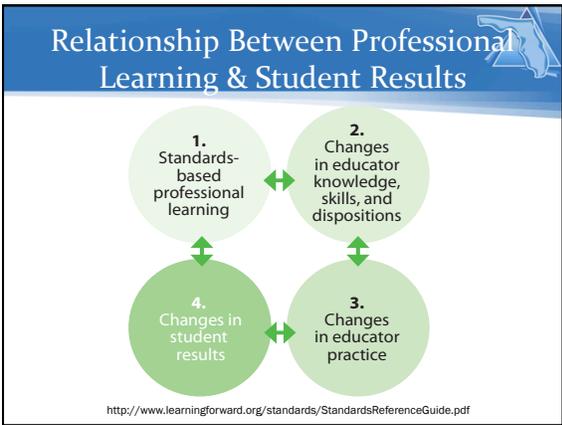
<http://www.learningforward.org/standfor/definition.cfm>

Professional Learning Defined, cont.

(B) The process outlined in (A) **may** be supported by activities such as courses, workshops, institutes, networks, and conferences that:

- (1) **must address the learning goals and objectives** established for professional development by educators at the school level;
- (2) **advance the ongoing school-based** professional development; and
- (3) are provided by for-profit and nonprofit entities **outside the school** such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

<http://www.learningforward.org/standfor/definition.cfm>



Professional Learning as Continuous Improvement through Problem-Solving

“Good teaching occurs when educators on teams are involved in a cycle in which they analyze data [**Problem ID**], determine student and adult learning goals based on that analysis [**Problem Analysis**], design joint lessons that use evidence-based strategies & have access to coaches for support in improving instruction [**Plan Development & Implementation**], and then assess how their learning and teamwork affects student achievement [**Program Eval/Rtl**]”

Hirsh, 2009

Job-Embedded Professional Development (JEPD)

- JEPD is reform-based professional learning in which the majority of educator learning takes place in the schools and is directly related to the needs of the school, its educators, and its students (Croft et al., 2010)
- Examples:
 - Coaching, Problem-Solving/Data Teams, Lesson Study, Mentoring, Professional Learning Communities (PLCs), Study Groups, Action Research

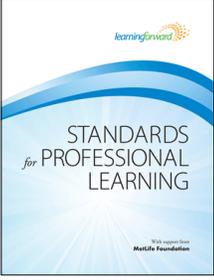
BEST PRACTICES IN PROFESSIONAL LEARNING

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Florida's Learning & Innovation Hub | Florida Department of Education | USF UNIVERSITY OF SOUTH FLORIDA

7 Standards for Professional Learning

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes

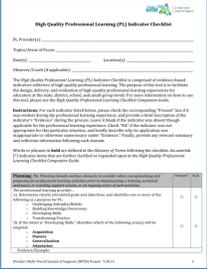


Professional Learning Best Practices

Best Practice Indicators

- Planning
- Leadership Support
- Establishing Readiness to Learn
- Delivery
- Evaluation

"High Quality Professional Learning Indicator Checklist"



Planning

- Goals & Objectives
- Scope & Sequence
- Needs assessments
- Alignment with professional and state standards
- Foundational knowledge
- Evaluation plans



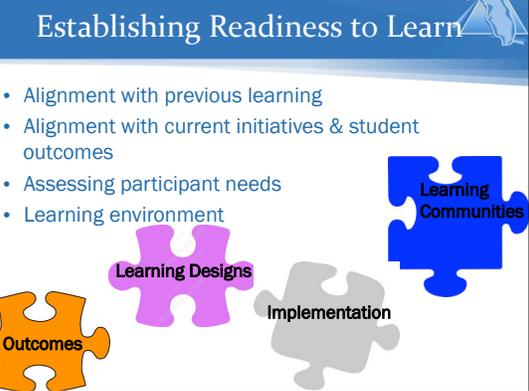
Leadership Support

- Alignment with district initiatives
- Prioritizing initiatives
- Time
- Resources
- Positive environment
- Ongoing support



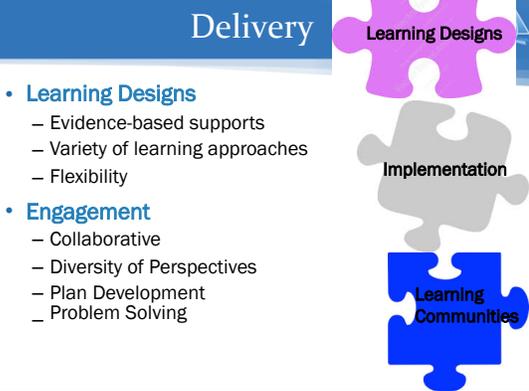
Establishing Readiness to Learn

- Alignment with previous learning
- Alignment with current initiatives & student outcomes
- Assessing participant needs
- Learning environment

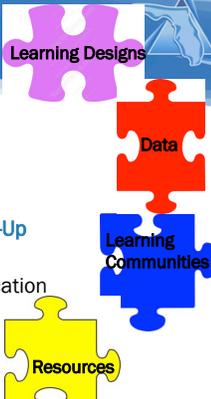


Delivery

- **Learning Designs**
 - Evidence-based supports
 - Variety of learning approaches
 - Flexibility
- **Engagement**
 - Collaborative
 - Diversity of Perspectives
 - Plan Development
 - Problem Solving



Delivery, cont.



- **Transfer of Training**
 - Rationale & research
 - Demonstration & applicability
 - Practice & feedback
- **Job-Embedded Coaching/Follow-Up**
 - Evidence-based strategies
 - Frequent & diverse communication
 - Resources
 - Implementation coaching

Evaluation



- Alignment with PD purpose
- Outcome/goal oriented
- Acquisition of knowledge, skills, practices, and dispositions
- Continuous data collection
- Attainment of goals
- Data-based decisions

HQPLIC Companion Guide

The *Checklist* can be used in a number of ways to enhance the practices of professional learning providers:

- Self-Reflection
- Peer Observation
- Continuous Mentoring

High Quality Professional Learning (HQPL) Indicator Checklist - Companion Guide

Purpose: The purpose of the High Quality Professional Learning (HQPL) Indicator Checklist is to facilitate the design, delivery, and evaluation of high-quality professional learning experiences for educators at the state, district, school, and small group levels. The tool is comprised of professional learning indicators and a checklist of high-quality practice strategies. The checklist is an organizational and individual tool.

The Checklist can be used in a number of ways to enhance the practices of professional learning providers, including: professional learning providers can use the tool to gather relevant data including self-reflection, peer observation, and continuous mentoring.

Self-Reflection: The tool can be used as a self-reflection document when planning, implementing, and evaluating high-quality professional learning experiences and to assess the effectiveness of professional learning experiences. It can be used by individual providers or groups of providers to assess their own professional learning practices and to identify areas for improvement. It can be used by providers to assess the effectiveness of their own professional learning practices and to identify areas for improvement. It can be used by providers to assess the effectiveness of their own professional learning practices and to identify areas for improvement.

Peer Observation: An observer can complete portions of the Checklist as a tool to gather relevant data during professional learning activities to provide feedback to quality of practice, including: delivery, design, and purpose of the professional learning. It is a tool that can be used to gather relevant data during professional learning activities to provide feedback to quality of practice, including: delivery, design, and purpose of the professional learning. It is a tool that can be used to gather relevant data during professional learning activities to provide feedback to quality of practice, including: delivery, design, and purpose of the professional learning.

Continuous Mentoring: The Checklist can be used as a continuous mentoring tool for the provider of high-quality professional learning experiences. It can be used by providers to assess the effectiveness of their own professional learning practices and to identify areas for improvement. It can be used by providers to assess the effectiveness of their own professional learning practices and to identify areas for improvement. It can be used by providers to assess the effectiveness of their own professional learning practices and to identify areas for improvement.



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HQPLI CHECKLIST SPREADSHEET & EXAMPLE




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PRACTICE ACTIVITY



Practice Activity




- Consider a past or future professional learning event:
 - Practice Using the High Quality PL Indicator Checklist & Companion Guide

Closing



- Please share with us:
 - How helpful was the information provided to you today?
 - Do you have confidence that what you learned, completed today will be useful back at your site?
 - Are there any questions of clarification about what was shared today?
 - Are there questions/concepts/issues that you'd like to see in future presentations?

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Project Websites



- Florida Positive Behavior Support Project: A Multi-Tiered Support System
 - <http://flpbs.fmhi.usf.edu/>
- Florida's Problem-Solving/Response to Intervention Project
 - <http://www.floridarti.usf.edu/>
- Florida's Multi-Tiered System of Supports
 - <http://www.florida-rti.org/>

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Thank You



Jayna Jenkins
jayna@usf.edu

Amanda March
amarch@usf.edu

Clark Dorman
dorman@usf.edu



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