Introduction to the High Quality Professional Learning Indicator Checklist

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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

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)

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

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
**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

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**Relationship Between Professional Learning & Student Results**

1. Standards-based professional learning
2. Changes in educator knowledge, skills, and dispositions
3. Changes in student results
4. Changes in educator practice


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**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/RTI].”

Hirsch, 2009

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**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

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**Florida MTSS**

A Multi-Tiered System of Supports

BEST PRACTICES IN PROFESSIONAL LEARNING
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

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?

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/

Thank You

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