LEARNING FORWARD
STANDARDS
FOR
PROFESSIONAL LEARNING

FASD Spring
April 30, 2012
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Duval County Public Schools
A few agreements for our work together: AEIOU

- Ask questions.
- Engage fully.
- Integrate new information.
- Open your mind to new views.
- Utilize what you learn.
Participants in the session will:

- Develop an understanding of the new Standards for Professional Learning and the rationale the revision.
- Learn how the current standards differ from the previous Standards for Staff Development.
- Understand the implications of the standards in designing, implementing, and evaluating professional learning that improves student learning.
- Explore ways of integrating the new standards into practice and policy.
1. Standard texting rates only (worst case US $0.20)
2. We have no access to your phone number
3. Capitalization doesn’t matter, but spaces and spelling do
Poll Everywhere
Professional learning that increases educator effectiveness and results for all students . . .

Learning Communities: . . . occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: . . . requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: . . . requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: . . . uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: . . . integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: . . . applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes: . . . aligns its outcomes with educator performance and student curriculum standards.
Why Standards?

Standards:

- Make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels.

- Guide the design, implementation, and evaluation of professional learning.
Standards Revision Rationale

- Integrate the current research
- Establish high expectations for equity and excellence in professional learning
- Strengthen the link to student achievement
- Guide the design, implementation, and evaluation of professional learning
- Identify policy recommendation
As you watch the video....

Q. What are the BIG ideas you are taking away?
Q. How will the standards improve the quality and results of professional learning?
Q. What aspects of the new standards interest you the most?

http://www.learningforward.org/standards/index.cfm
Standards Revision Process

- Review of research
- 19 professional associations
- 21 advisors
- Focus groups
- Surveys
- Expert reviewers
Standards Organization

- Fewer Standards (from 11 to 7)
- Revised Stem – “Professional learning that increases educator effectiveness and results for all students . . .”
- 3 Focus Areas (Context, Process, Content) less prominent
- Holistic View - Standards work in partnership
- Combined Content Standard, e.g., Outcome Equity, Quality Teaching, Family Involvement have been replaced with Outcome standard
Standards Link to Student Results

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

- Read article *New Standards Put the Spotlight on Professional Learning*.

- Highlight key phrases/sentences.

- Each person shares one highlight with table group that is most significant to them.

- In a brief statement, explain why the statement is important to you.
<table>
<thead>
<tr>
<th>2011 Standards for Prof. Learning</th>
<th>2001 Standards for Staff Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING COMMUNITIES:</strong> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</td>
<td><strong>LEARNING COMMUNITIES:</strong> Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. <strong>COLLABORATION:</strong> Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.</td>
</tr>
<tr>
<td><strong>LEADERSHIP:</strong> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</td>
<td><strong>LEADERSHIP:</strong> Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.</td>
</tr>
<tr>
<td><strong>RESOURCES:</strong> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</td>
<td><strong>RESOURCES:</strong> Staff development that improves the learning of all students requires resources to support adult learning and collaboration.</td>
</tr>
<tr>
<td><strong>DATA:</strong> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</td>
<td><strong>DATA-DRIVEN:</strong> Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. <strong>EVALUATION:</strong> Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.</td>
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| **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. | **DESIGN:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.  
**RESEARCH-BASED:** Staff development that improves the learning of all students prepares educators to apply research to decision making. |
| **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. | **LEARNING:** Staff development that improves the learning of all students applies knowledge about human learning and change. |
| **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. | **EQUITY:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.  
**QUALITY TEACHING:** Staff development that improves the learning of all students deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.  
**FAMILY INVOLVEMENT:** Staff development that improves the learning of all students encourages families to participate in their children’s education. |

Number from 1-7.
Move to the table with your number.
Read and discuss the assigned standard.
Guiding questions:
Q. What are the key ideas?
Q. How will you apply the standards in designing, implementing, and evaluating PD to improve the quality and results of professional learning?
Q. How will you move the standards into practice?
Return to home group and share.
Moving Standards into Policy
Policy Informs Practice.

DCPS PD Policy
- Pgs. 38-42 Policy
- Pgs. 43-45 Key Policy Ideas

DCPS Five Year Professional Development Plan

DCPS Professional Development website
http://www.duvalschools.org/static/aboutdcps/departments/prodev/
Session Outcomes

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For more information:

Contact Dawn Wilson

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