

Florida's New Professional Learning Standards



The standards define Florida's core expectations for high-quality professional learning systems and opportunities, and form the foundation for school district professional learning systems and catalogs. There are seven standards grouped into five domains (i.e., Foundation, Needs Assessment and Planning, Learning, Implementing, and Evaluating) that are representative of stages in an improvement cycle. Each standard includes a title, description, and multiple indicators of what the standard may look like in practice.

Domain 0: Foundation

Standard 0.1: Leadership

Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Setting high standards for educator and student performance;
- Developing expertise in self and others regarding effective professional learning and leadership;
- Communicating the importance of high-quality professional learning and its connection to student outcomes;
- Promoting a culture of professional learning by ensuring policies, structures, resources, calendars, and daily schedules support educators to continuously improve their knowledge and practice; and,
- Creating a coherent program of learning and leadership development opportunities for growth of all employees.

Domain 1: Needs Assessment and Planning

Standard 1.1: Professional Learning Needs

Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Continuously analyzing and interpreting multiple types and sources of data (e.g., student performance, discipline, classroom observations, climate surveys) to determine student and educator learning needs and related educator problems of practice;
- Prioritizing professional learning based on identified student and educator learning needs; and,
- Developing individual, school, and district learning plans that align professional learning goals to student learning needs.

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Standard 1.2: Professional Learning Resources

Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Determining appropriate curricular resources to support professional learning needs;
- Prioritizing and aligning fiscal, human, material, technology, and time resources for investment in professional learning;
- Integrating multiple sources of funding in order to fully support identified professional learning needs; and,
- Analyzing data collected on resource utilization and impact on desired outcomes to make decisions regarding future allocations.

Domain 2: Learning

Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Indicators

Examples of this standard in practice include

- Using identified student learning needs to make decisions about professional learning content and outcomes;
- Defining clear expectations and learning outcomes that specify what educators need to know and do in relation to educator performance standards; and,
- Creating coherence by ensuring outcomes build on previous professional learning or knowledge.

Standard 2.2: Learning Designs

Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Considering the desired outcomes and educator and student learning needs, interests, and experiences in the selection of learning designs;
- Utilizing face-to-face, online, and blended learning design models that focus on sustained individual, team, and school learning;
- Enabling educators to construct new, relevant, and personalized learning through processes such as active engagement, modeling, application, assessment, reflection, feedback, and ongoing support;
- Supporting collaboration among educators to deepen professional practice and foster a sense of collective responsibility for improving student outcomes; and,

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Standard 2.2: Learning Designs (continued)

Indicators

Examples of this standard in practice include

- Engaging in a shared cycle of inquiry, action, research, data analysis, planning, implementation, reflection, and evaluation that drives continuous improvement (e.g., learning communities, Lesson Study, online networks, coaching, mentoring).

Domain 3: Implementing

Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Setting clear goals and maintaining high expectations for implementation of learning with fidelity;
- Sustaining implementation of new learning by providing multiple opportunities for practice in authentic settings with ongoing and varied support (e.g., coaching, modeling, peer groups, co-teaching, co-planning, study groups);
- Providing opportunities for frequent feedback and reflection to analyze and adjust practice in relation to established expectations; and,
- Monitoring and assessing the degree of implementation to identify and resolve challenges related to integration of professional learning.

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

Indicators

Examples of this standard in practice include

- Developing and conducting a comprehensive plan to evaluate the effectiveness of individual, school, and district plans for professional learning;
- Monitoring formative educator practice and student learning data to assess professional learning and make adjustments as needed; and,
- Conducting a summative evaluation at the end of a program to assess the overall impact and make decisions regarding future professional learning.