Building High-Quality Professional Learning Systems

Shannon Marimón, Division Director
Kimberly Audet, Ed.D., Associate Education Consultant

Bureau of Educator Effectiveness and Professional Learning Talent Office

May 7, 2015
Session Outcomes

Participants will learn:

• about Connecticut’s System for Professional Learning.

• about Connecticut State Department of Education’s *Definition of Professional Learning and Standards for Professional Learning*.

• how a broad-based stakeholder group has worked together to develop and expand CT’s vision for professional learning.

• how professional learning can be used to support educator growth and development.

• guidance for designing a high-quality professional learning system.
Poll Everywhere

Using a laptop or tablet?
Go to: PollEv.com/kimberlyaudet
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help or Open poll in your web browser
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help or
Open poll in your web browser
<table>
<thead>
<tr>
<th>Less</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive Process</td>
<td>Active Process</td>
</tr>
<tr>
<td>Removed from Daily Work</td>
<td>Embedded throughout Daily Work</td>
</tr>
<tr>
<td>Disconnected from Student and Educator Standards</td>
<td>Aligned to Student and Educator Standards</td>
</tr>
<tr>
<td>Large Group, Formal, One-size-fits-all to Build Awareness</td>
<td>Informal, Self-directed and Collaborative Learning to Develop, Refine and Enhance Practice</td>
</tr>
<tr>
<td>Irrelevant Offerings to Educators</td>
<td>Differentiated to Focus on Acquisition of Knowledge and Development of Skill</td>
</tr>
<tr>
<td>Not Sustainable Resources are not Allocated to Support Educators</td>
<td>Sustainable Resources – Funding, People, Time, Technology, and Resources – with Long-term Support for All Educators</td>
</tr>
<tr>
<td>Outside Individuals/Organizations Deliver Trainings/Sessions</td>
<td>Facilitated and Designed by Educators in School/District; External Sources Used When Expertise Necessary</td>
</tr>
</tbody>
</table>
(a) For the school year commencing July 1, 2013, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall:

(1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement,

(2) focus on refining and improving various effective teaching methods that are shared between and among educators,

(3) foster collective responsibility for improved student performance
(4) be comprised of professional learning that

(A) is aligned with rigorous state student academic achievement standards,

(B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers,

(C) occurs frequently on an individual basis or among groups of teachers in a job embedded process of continuous improvement,

(D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.
## Then and Now

<table>
<thead>
<tr>
<th>Pre 2013</th>
<th>Post 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 hours of CEUs over 5 years</td>
<td>No fewer than 18 hours provided annually for educators</td>
</tr>
<tr>
<td>Tied to Certification</td>
<td>Informed by Educator Evaluation and Support</td>
</tr>
<tr>
<td>Professional Development Committees</td>
<td>Statutorily defined Professional Development and Evaluation Committee (PDEC)</td>
</tr>
<tr>
<td>Option to use Learning Forward Standards</td>
<td>Proposed <em>Connecticut Standards for Professional Learning</em></td>
</tr>
</tbody>
</table>
Transforming Professional Learning in Connecticut

Phase 1
- Educator Evaluation
- Professional Learning
- CT Student & Educator Standards

Phase 2
- Educator Evaluation
- CT Student & Educator Standards
- Professional Learning

Phase 3
- Educator Evaluation, CT Student & Educator Standards, and Professional Learning
Transforming Connecticut’s System of Professional Learning

CT Academy for Professional Learning

Diverse group of stakeholders

Align the vision for professional learning

Professional Learning Advisory Committee (PLAC)

Subcommittee of the Academy

Draft Definition and Standards
Stakeholder Involvement

- American Federation of Teachers Connecticut (AFT-CT)
- Area Cooperative Educational Services (ACES)
- Capitol Region Education Council (CREC)
- Center for School Change
- Connecticut Council of Education Reform (CCER)
- Connecticut Association of Boards of Education (CABE)
- Connecticut Association of Public School Superintendents (CAPSS)
- Connecticut Association of Schools (CAS)
- Connecticut Education Association (CEA)
- Connecticut Federation of School Administrations (CFSA)
- Connecticut Teacher of the Year (CT TOY)

- Cooperative Educational Services (CES)
- EASTCONN
- EDUCATION CONNECTION
- Institutions of Higher Education
- LEAD Connecticut
- LEARN
- State Education Resource Center (SERC)
- Connecticut Office of Early Childhood: Division of Early Care and Education
- CT State Department of Education: Academic Office
- CT State Department of Education: Office of Student Supports & Organizational Effectiveness
- CT State Department of Education: Talent Office
Professional Learning Definition

High-quality professional learning is a process that ensures all educators* have equitable access, throughout their career continuum, to relevant, individual and collaborative opportunities to enhance their practices so that all students advance towards positive academic and non-academic outcomes.

*Applies to all certified employees and can extend to all school and district staff.
**CT Standards for Professional Learning**

Professional learning that enhances both educator practice and outcomes for each and every student...

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Competence</td>
<td>facilitates educators’ self-examination of their awareness, knowledge, skills and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.</td>
</tr>
<tr>
<td>Leadership</td>
<td>requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.</td>
</tr>
<tr>
<td>Resources</td>
<td>requires purposeful planning for the identification, use, allocation, coordination, monitoring, evaluation and equitable use and allocation of resources to support educator learning.</td>
</tr>
<tr>
<td>Data</td>
<td>requires the use of both quantitative and qualitative student, educator, and system data to plan, implement, monitor, and assess professional learning.</td>
</tr>
<tr>
<td>Learning Designs</td>
<td>integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.</td>
</tr>
<tr>
<td>Implementation</td>
<td>applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.</td>
</tr>
</tbody>
</table>
Reflection

Stem Statement:

“Professional learning that enhances both educator practice and outcomes for each and every student...”

Directions:

1. Read the standard.
2. What information or ideas are important to know about this standard?
3. Which behaviors are observable when the standard is fully implemented?
4. What steps are necessary to implement this standard?
5. Be ready to share with the group.

<table>
<thead>
<tr>
<th>CT Standards for Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Competence</td>
</tr>
<tr>
<td>Learning Communities</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Data</td>
</tr>
<tr>
<td>Learning Designs</td>
</tr>
<tr>
<td>Implementation</td>
</tr>
<tr>
<td>Outcomes</td>
</tr>
</tbody>
</table>
Who shares responsibility for designing a high-quality professional learning plan?

PDEC – Connecticut General Statute 10-220a

(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall establish a professional development and evaluation committee consisting of certified employees, and such other school personnel as the board deems appropriate, including representatives selected by the exclusive bargaining representative for such employees chosen pursuant to subsection (b) of section 10-153. The duties of such committees shall include, but not be limited to, participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b, and the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the district.
Elements of a High-quality Professional Learning System

- Connecticut Standards for Professional Learning
- High-quality Professional Learning Plan
- Professional Development and Evaluation Committee (PDEC)
A Sustainable Professional Learning System

High quality Professional Learning Plan

Professional Development & Evaluation Committee (PDEC)

CT Standards for Professional Learning

Educator as Learner

Student Growth and Development
PDECs should understand:

- The district’s strategic plan and **key needs and issues**.
- How PL supports district and school **strategic planning**.
- The areas in which PDEC makes decisions regarding how resources – funding, people, time technology, and materials - are identified, accessed, used and evaluated.
- The **appropriate standards** and importance of alignment with plan.
- Principles of **developmental stages of change**.
- PL is a **series of learning experiences**.
- How adults **learn**
- How to **include all educators in planning PL at the district, school, team, and individual level**.
- **Successful** district PL practices.
- How monitoring and evaluation of professional learning are used to review and refine practice.
Discussion Questions:

• How does the composition and role of your PDEC change?
• What is the necessary professional learning needed for this group to act effectively in this capacity?
What does a high-quality professional learning plan reflect and describe?

- Reflect the *CT Standards for Professional Learning*
- Describe:
  - District vision for PL.
  - PL supports district & school goals, educator growth and evaluation, curriculum development & implementation, student growth and development.
  - Clear specific *steps for implementation*.
  - Flexible learning designs.
  - How all educators included in planning, implementing, monitoring, and evaluation PL.
  - How needs assessments and quantitative and qualitative data is used to plan, implement, monitor, and evaluate PL.
  - Simple methods for educators to monitor and evaluate how PL is transferred to practice.
  - How decisions regarding resources are made to support PL.
High-quality Professional Learning System

- Developing
- Implementing
- Monitoring
- Evaluating
Building Connecticut’s System for Professional Learning

Ongoing work includes:

– Continuous work on Guidance document
– Development of support documents/tools for understanding and implementing *CT Standards of Professional Learning*
– Development of support documents/tools for various roles in a professional learning system
– Research on professional learning systems at a state and national level
If you have any questions or wish to be involved with the work, please contact:

Kimberly Audet, Ed.D.
Associate Education Consultant
Connecticut State Department of Education
Talent Office
Bureau of Educator Effectiveness and Professional Learning
(860)713-6829
kimberly.audet@ct.gov