



Transformational Professional Learning

High-quality professional learning systems are critical to raise student achievement and equity for all learners. In particular, several actions can support these systems and make professional learning truly transformational.

1. Develop the Infrastructure

First, developing a transparent infrastructure for professional learning is key. A [district literacy leadership team](#) creates research-based **professional learning goals** that relate to articulated needs and align with district priorities. A professional learning committee **designs a plan** around these goals, determining who will be involved, what internal and external **resources** are needed, cost, where and how the learning will take place, and **measurable outcomes**. The committee utilizes the district calendar and master schedules to map out the days, times, and objectives for adult learning throughout the school year; this information can be posted and shared so that all involved can anticipate and prepare for the learning. [Learning walks](#) by both administrators and staff members, especially when calibrated by a rubric or checklist that has been shared by all, can ensure consistency of curriculum implementation and inform next steps in the professional learning. Finally, the committee works with the district literacy leadership team to **reflect** upon the impact of the learning goals and how the allocated resources were used. This information is invaluable when planning the learning for the following year.

2. Cultivate the Culture

Cultivating a culture of safety, equity, and support among all adult learners is also critical to transformational learning. When educators **prioritize equity**, they recognize their own biases and beliefs and collaborate with diverse colleagues. They endeavor to understand their students' cultural and societal contexts, use texts and media that reflect their students' interests and backgrounds, and embrace their assets. To effectively build capacity for evidence-based instructional practices, all staff need to **understand the why** behind the learning. Aligning this with comprehensive [high-quality instructional materials](#) (HQIM) will further empower all staff when applying their new understandings to maximize their impact on student growth.

3. Ensure Sustainability

To be transformative, the new learning must also be sustainable. **Literacy coaches** who are knowledgeable about [evidence-based literacy assessment](#) and tiered instruction and intervention play a critical role to this end. They spearhead the move from research to practice in the classroom, providing **job-embedded coaching** for staff by using various strategies, such as conferencing, modeling, co-teaching, observing lessons, reflecting using student work, and clarifying next steps. Additionally, they can facilitate **data meetings with staff**, using the data to co-plan next steps using HQIM. **Dedicated interventionists** may also play an important role in student growth by developing individualized student literacy plans, delivering targeted intervention, and conducting literacy assessments when needed. All administrators, teachers, coaches, and interventionists must **continuously engage in the professional learning** in order to accelerate student outcomes.