



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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



CONNECTICUT STATE DEPARTMENT OF EDUCATION

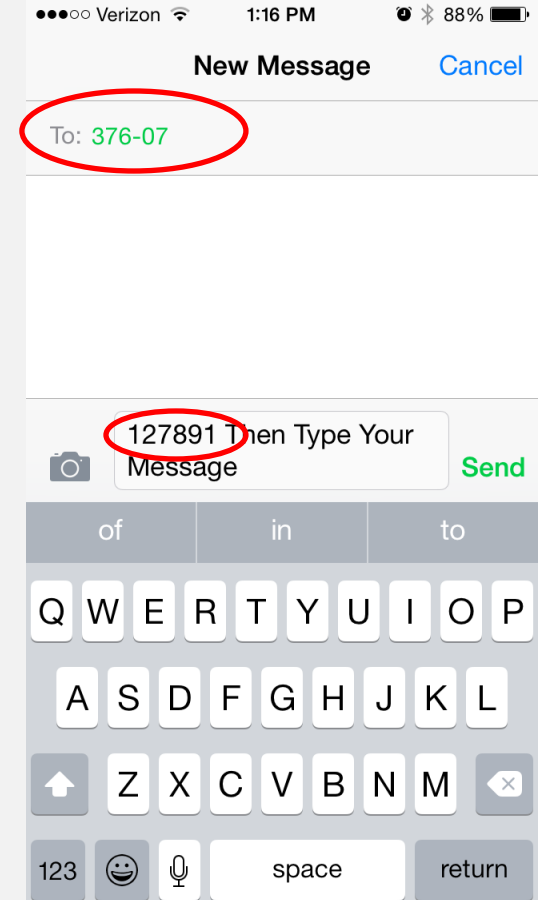
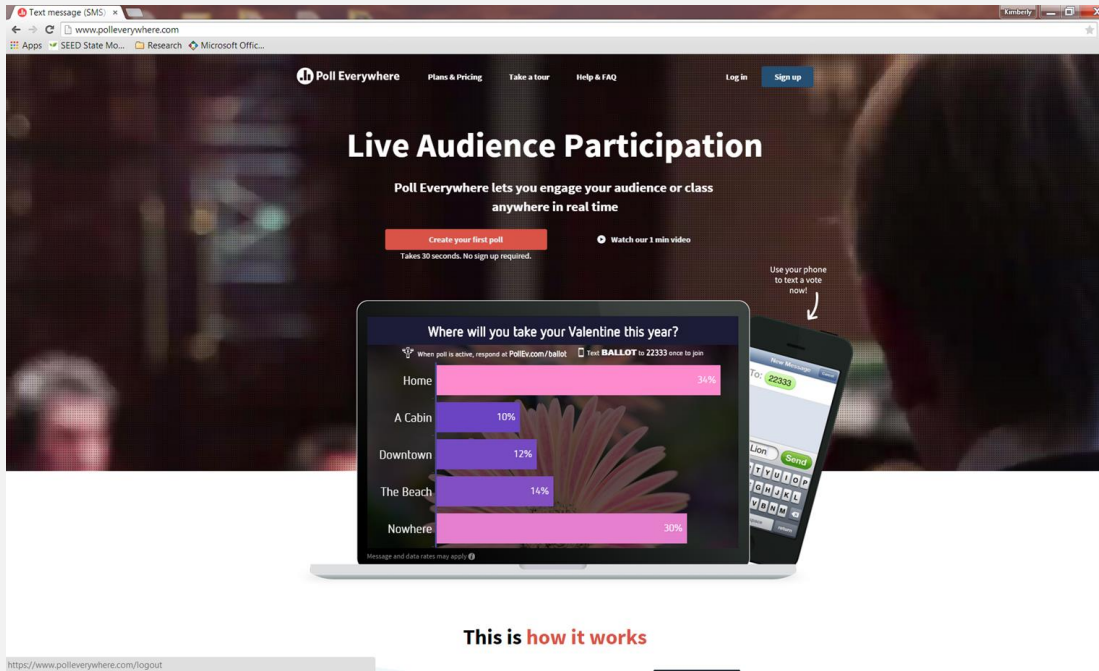
Session Outcomes

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](https://www.poll.everywhere.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](#)



Shifts for High-Quality Professional Learning

Less	More
Passive Process	Active Process
Removed from Daily Work	Embedded throughout Daily Work
Disconnected from Student and Educator Standards	Aligned to Student and Educator Standards
Large Group, Formal, One-size-fits-all to Build Awareness	Informal, Self-directed and Collaborative Learning to Develop, Refine and Enhance Practice
Irrelevant Offerings to Educators	Differentiated to Focus on Acquisition of Knowledge and Development of Skill
Not Sustainable Resources are not Allocated to Support Educators	Sustainable Resources – Funding, People, Time, Technology, and Resources – with Long-term Support for All Educators
Outside Individuals/Organizations Deliver Trainings/Sessions	Facilitated and Designed by Educators in School/District; <u>External Sources Used When Expertise Necessary</u>



Evaluation Systems Connecticut General Statute 10-148a

Effective: July 2, 2013

- (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.

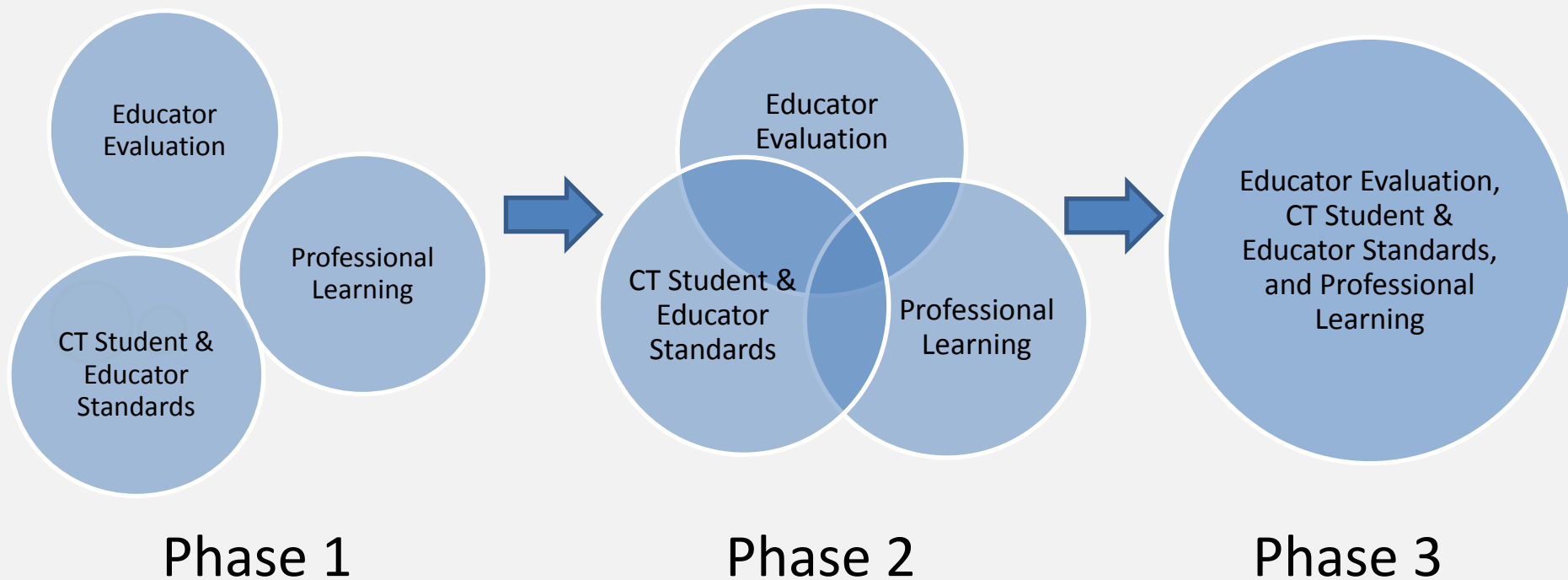


Then and Now

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



Transforming Professional Learning in Connecticut



Transforming Connecticut's System of Professional Learning



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.



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

Cultural Competence	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.
Learning Communities	occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.
Leadership	requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.
Resources	requires purposeful planning for the identification, use, allocation, coordination, monitoring, evaluation and equitable use and allocation of resources to support educator learning.
Data	requires the use of both quantitative and qualitative student, educator, and system data to plan, implement, monitor, and assess professional learning.
Learning Designs	integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.
Implementation	applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.
Outcomes	is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.

Reflection

<i>CT Standards for Professional Learning</i>
Cultural Competence
Learning Communities
Leadership
Resources
Data
Learning Designs
Implementation
Outcomes

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.



Who shares responsibility for designing a high-quality professional learning plan?

PDEC – Connecticut General Statute 10-220a

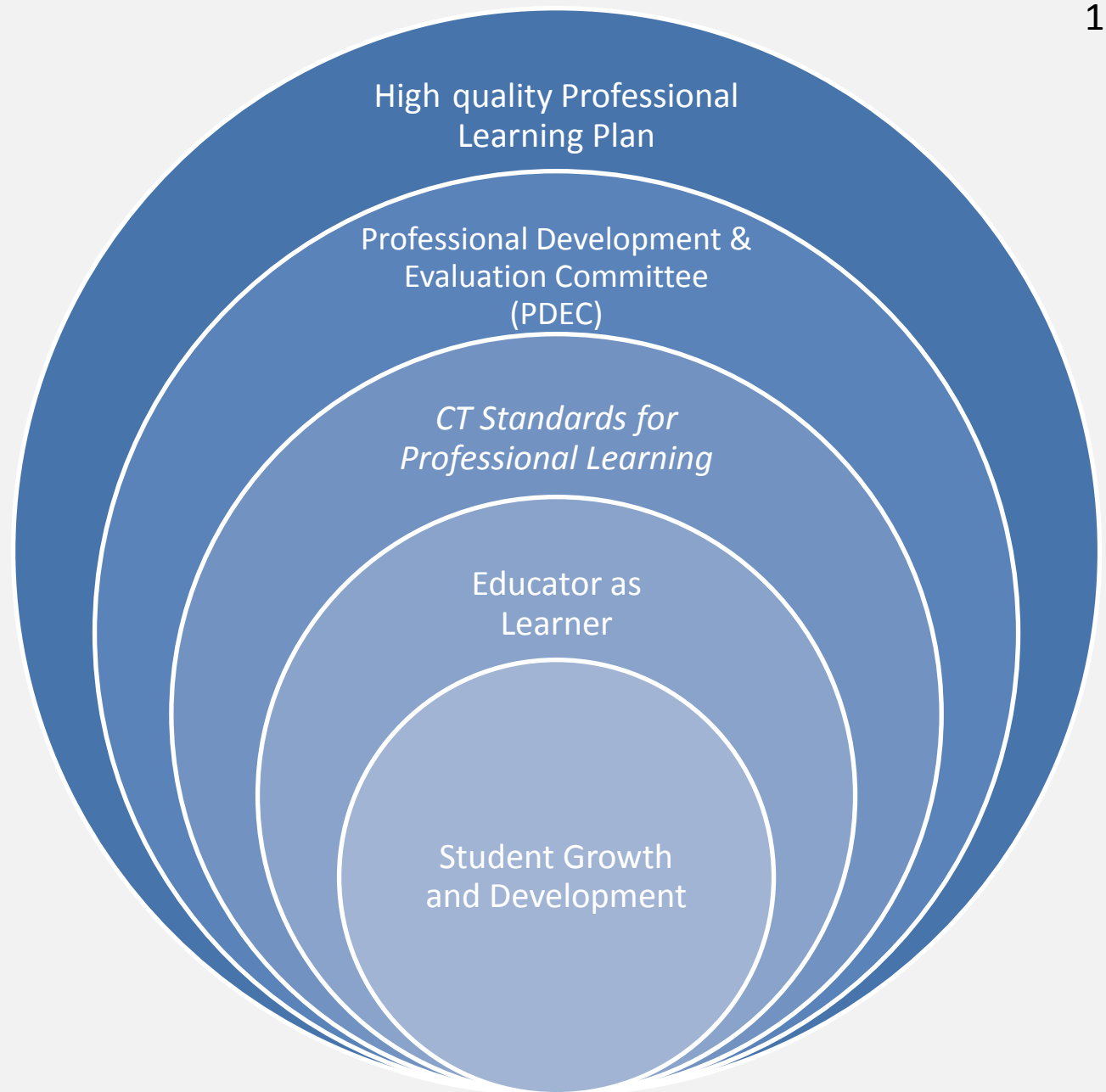
(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall establish a professional development and evaluation committee [consisting of certified employees, and such other school personnel as the board deems appropriate, including representatives selected 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



A
Sustainable
Professional
Learning
System



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?

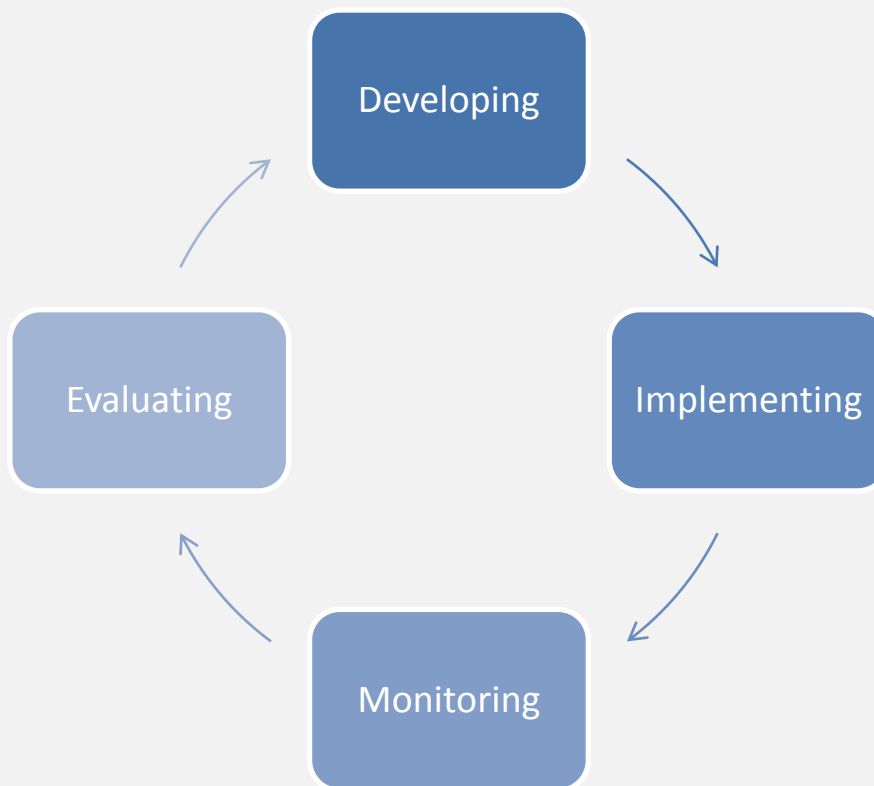


What does a high-quality professional learning plan reflect and describe?

- 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



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

