Using professional learning standards to build capacity and increase intentionality for effective professional development

Adapted from West Virginia County Chief Instructional Leaders – From Aspiration to Inspiration: Continuing the Journey Workbook

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Today

We will…

- List, categorize, and prioritize professional development offerings
- Learn about the different types of professional learning
- Understand the shifts in professional learning
- Organize and plan for the future

How do we know what teachers need?

- What is expected of our teachers?
- How do we meet those expectations?
- Who are the key players in making this happen?
- What support do chief instructional leaders need to meet the needs of the teachers and our expectations for them?

Compliance: This type of professional development is one that is mandatory and must be provided to comply with county, state, and federal regulations, for example; Acceptable Use Training for computer use among teachers and administrative personnel, sexual harassment and bullying awareness, Title XI. This type of training can be administered online or by video.

Technical Assistance: This type of assistance provides educators the technical aspects and nature of a procedural requirement, for example; Early Learning Reporting System assistance.

Training: This type of professional development is for awareness. For example; instructional materials introduction, health care procedural training, school bus safety.

Sustained professional learning experiences: This type of professional development affects many teachers as opposed to some, and many students as opposed to a few.

Changing Paradigms in West Virginia: Selected Examples

School Calendar

- Giving schools more flexibility to plan, write curriculum, and meet collaboratively.

- Using time creatively to meet 180 days of instruction.

- Exploring the most effective and efficient way to educate our students.

Professional Learning

- Using WV Educator Evaluation System to identify professional learning needs.

- Helping principals plan for daily collaborative planning for educators.

- Identifying cross-county need and planning professional learning in the most cost efficient manner.

Standards for Professional Learning

- Occurs within **learning communities** committed to continuous improvement, collective responsibility and goal alignment.
- Requires skillful **leadership** to develop capacity, advocate and create support systems for professional learning.
- Requires prioritizing, monitoring and coordinating **resources** for educator learning.
- Uses a variety of sources and types of student, educator and system **data** to plan, assess and evaluate professional learning.
- Integrates theories, research and models of human learning into **learning designs** to achieve its intended outcomes.
- Applies research on change and sustains support for **implementation** of professional learning for long-term change.
- Aligns its **outcomes** with educator performance and student curriculum standards.

ONE VOICE ONE FOCUS
All Students Achieving

Who's driving the bus?

Next Steps…