

Learning Forward: Tools and Update



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Goals for today...

- Introduce Learning Forward's *Professional Learning State and District Planner*
- Discuss professional learning shifts highlighted
- Discuss alignment tools for SEAs and LEAs
- Questions and discussion

Learning Forward Professional Learning State and District Planner

The Title IIA Equity Multiplier: Leveraging Curriculum, Instructional Materials, and Professional Learning for All Students and Educators

- Designed to help state education agencies (SEAs) support local education agencies (LEAs) in building effective systems for PL
- Supports strategic, evidence-based decisions about funding to improved teaching and learning for all students
- Prioritizes the selection and implementation of high-quality instructional materials

Stage 1
Define the Vision

State Level (SEA)
Local Level (LEA)

Stage 2
Examine Evidence to Drive
Improvement

State Level (SEA)
Local Level (LEA)

Stage 3
Design and Implement the
Learning Plan

State Level (SEA)
Local Level (LEA)

Stage 4
Support and Monitor

State Level (SEA)
Local Level (LEA)

Stage 5
Scale and Institutionalize

State Level (SEA)
Local Level (LEA)

Five Assertions that Guide this Planner



Effective professional learning builds collective responsibility by all teachers for success of all students.



Investments in professional learning impact the most teachers and classrooms.



Evidence must be the prerequisite for professional learning decisions.



Research elevates importance of investing in high-quality materials for teachers.



Federal dollars should be invested in helping states and districts improve outcomes for all students.

Equity mindset shift to impact students and families

From:

Students and families adjust to **practices** of school or district.



To:

School or district **reshapes practices** to best adjust to students and families.

— *Building Equity: Policies and Practices to Empower All Learners*
(Smith, Fisher, Pumpian, & Frey, 2017)

Professional learning mindset shift

From:

All teachers and leaders receive the same, often stand-alone professional learning to ensure consistency and efficiency.



To:

Teachers and leaders experience professional learning that is sustainable, intensive, collaborative, job-embedded, data-driven, and classroom focused*.

Instructional materials mindset shift

From:

All teachers and leaders have been equally trained to recognize and implement high-quality instructional materials.



To:

School, district, or state provides professional learning for educator teams on how to identify and implement high-quality instructional materials, including the use of teacher leaders and instructional coaches to develop learning guides aligned with approved instructional materials.

Evidence-based decision-making mindset shift

From:

Funding, tradition, and educator perception inform planning, implementation, and evaluation of strategies and programs.



To:

Evidence and data inform strategic planning, implementation, and evaluation of strategies and programs.

Guiding principles

The toolkit is a **flexible support tool** for state and district leaders.

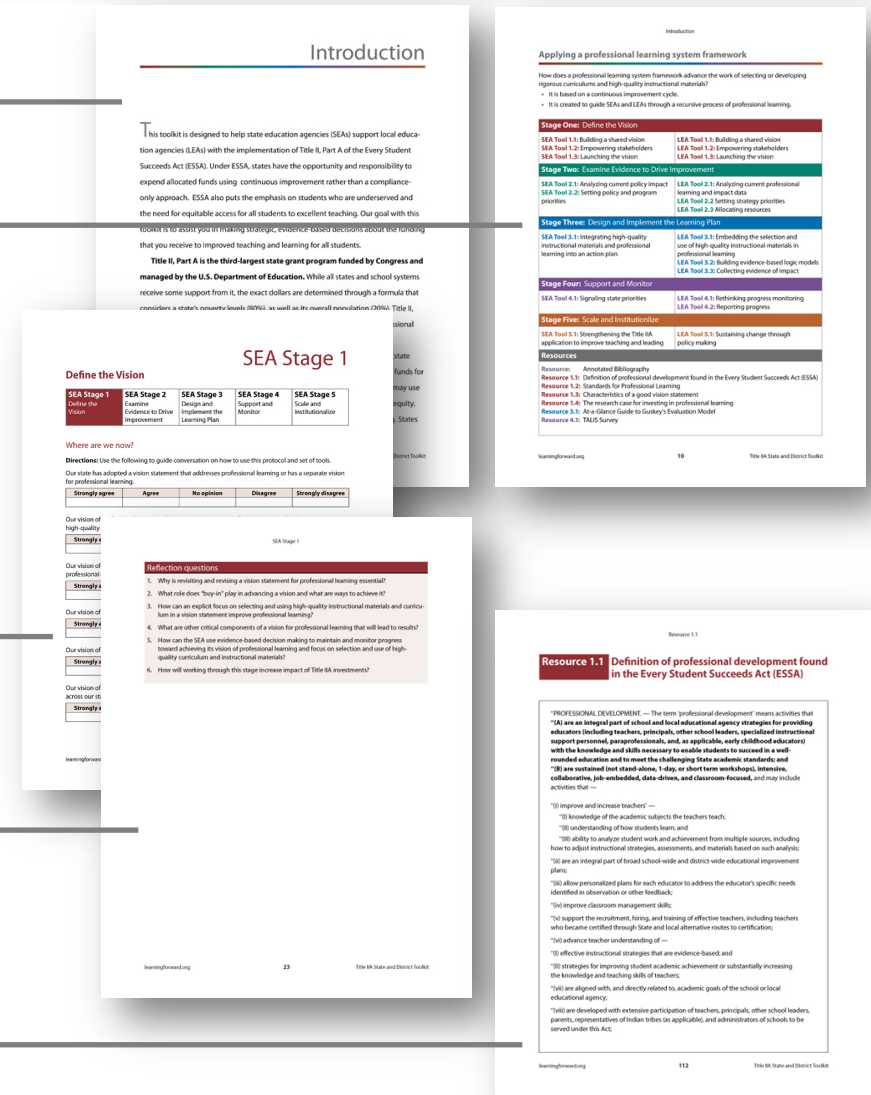
The toolkit should be used to **address existing challenges and utilize current resources.**

Committing to these mindsets requires **important conversations about common misconceptions** before taking action to create equitable outcomes for all students.

The toolkit should be viewed as a **menu of possible tools and strategies** to be carefully chosen and informed by school, district, and state data.

Structure

- Introduction with an annotated bibliography
- A professional learning system framework with five stages and corresponding tools for SEAs and LEAs
- Each interactive stage contains:
 - Initial "Where Are We Now?" questions to guide discussion and usage of the tool
 - Tools in both PDF and Word formats
 - Reflection questions to inform further planning and ideas
- A set of comprehensive resources



Planner Pilot during the 2019-20 School Year

- Four states and selected districts in Illinois, Maryland, Missouri, and Oklahoma piloted various tools and provided invaluable feedback to Learning Forward about the content and structure of the Planner
- Tools in stages 1 and 2 were especially useful to help develop an organizational vision for professional learning and to examine current evidence
- Pilot states and districts appreciated the flexible, interrelated design of the Planner that allowed each team to start at different stages based on their specific needs

Expected Benefits

- Systemic planning that can happen virtually or in person
- Support for team-based and curriculum-anchored content professional learning
- Greater attention to equity-based professional learning to positively impact all students
- Strengthened use of Title IIA funds by using evidence-based strategies
- Tighter alignment of federally funded activities with state priorities
- Closer alignment of expenditures with ESSA definition of professional learning

Example Tools

Professional Learning

Planner



Discussion and Questions



We're going virtual!

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DEC. 6-8, 2020

