

UTAH'S PROFESSIONAL LEARNING STANDARDS

Self-Paced Learning Module



Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.

The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels.



Standard	Activity Length (minutes)
Overview	5:17
Learning Communities	5:40
Leadership	3:59
Resources	7:22
Data	8:10
Learning Designs	9:45
Implementation	10:21
Outcomes	4:44
Standards Windowpane	13:00



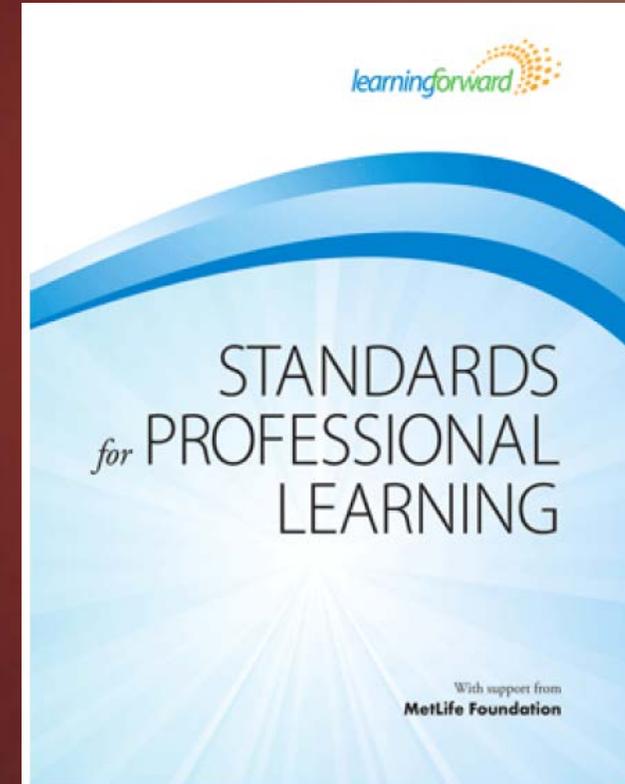
Stephanie Hirsh, Executive Director,
Learning Forward

OVERVIEW OF STANDARDS FOR PROFESSIONAL LEARNING

- Refer to Handout 1.1 as you watch the video
- Click on picture to the left to start video.

AS YOU WATCHED THE STANDARDS OVERVIEW VIDEO:

- Please share your answers to the questions on Handout 1.1 via the following link.
- [Standards Overview Activity Link](#)



UNPACKING THE UTAH PROFESSIONAL LEARNING STANDARDS



- This next activity will help you unpack the seven Utah Professional Learning Standards.
- Use Handout 1.2 to collect information pertaining to each standard.

STANDARDS for PROFESSIONAL LEARNING

LEARNING
COMMUNITIES

Supported by
MetLife Foundation

View the Learning
Communities video.

(Click on the picture to
the right)

Collect your notes on
Handout 1.2



Shirley Hord, Scholar Laureate

STANDARDS for PROFESSIONAL LEARNING

LEADERSHIP

Supported by
MetLife Foundation

View the Leadership
video.

(Click on the picture to
the right)

Collect your notes on
Handout 1.2



Mike Ford, Superintendent, Clifton
Springs, New York

STANDARDS for PROFESSIONAL LEARNING

RESOURCES

Supported by
MetLife Foundation

View the Resources
video.

(Click on the picture to
the right)

Collect your notes on
Handout 1.2



Dan Bickel, Area Administrator, Fort
Wayne, Indiana

STANDARDS for PROFESSIONAL LEARNING

DATA

Supported by
MetLife Foundation

View the Data video.
(Click on the picture to
the right)

Collect your notes on
Handout 1.2



Eric Brooks, Arizona Department of
Education

STANDARDS for PROFESSIONAL LEARNING

LEARNING
DESIGNS

Supported by
MetLife Foundation

Read the Learning
Designs document.
(Click on document to
the right to enlarge)
Collect your notes on
Handout 1.2

The screenshot shows the 'learningforward' website. At the top, it says 'THE PROFESSIONAL LEARNING ASSOCIATION'. Below that is a navigation menu with 'Our Standards' expanded to show 'Learning Designs'. The main content area is titled 'STANDARDS for PROFESSIONAL LEARNING' and features a blue graphic with 'LEARNING DESIGNS' in a circle. The text describes Learning Designs as professional learning that increases educator effectiveness and results for all students. It includes a section for 'Apply Learning Theories, Research, and Models' with a photo of three people in a meeting. On the right, there is a 'Read the JSPI' link, a 'Featured Practitioner' section with a photo of Shimetha Stinson and a quote, and a 'PDF Download' button.

Learning Designs

STANDARDS for PROFESSIONAL LEARNING

IMPLEMENTATION

Supported by
MetLife Foundation

View the
Implementation video.
(Click on the picture to
the right)

Collect your notes on
Handout 1.2



Julie Lambert and Valerie Mitrani
Co-Directors of Educational Services
Miami, Florida

STANDARDS for PROFESSIONAL LEARNING

OUTCOMES

Supported by
MetLife Foundation

View the Outcomes
video.

(Click on the picture to
the right)

Collect your notes on
Handout 1.2



Margarita Calderon
Professor Emerita

- Choose one of the professional learning standards.
- Use Handout 1.3 to complete the activity.
- Use this link to record your responses.

Course Assurances for USOE Credit
Professional learning that increases educator effectiveness and results for all students

Standards	Provide evidence that requested course supports each section.
Learning Communities: How does participation in this course create a culture of accountability and responsibility?	
Learning Designs: Describe how your course assures active engagement, modeling, reflection, feedback, <i>and</i> formative and summative assessment, and how it integrates theories, research and models of human learning to achieve its intended outcomes.	
Alignment to Utah Core Standards: What core standards does this course support?	
Implementation: How will the new learnings in this course become job-embedded? How will participants receive follow-up support?	
Data: To what degree are the data being used to plan, implement and evaluate this course?	
Outcomes: How are student learning outcomes and educator evaluation standards used in evaluating this professional learning?	

Coursework...	Demographics
Is targeted to which professional learning audience?	
Is taught by a qualified, effective instructor. <ul style="list-style-type: none"> • Name • Email • Phone • Qualification 	
Is of sufficient duration to provide lasting impact.	<input type="checkbox"/> 7-13 contact hours plus 2-hour assignment = .5 sem. hr. credit <input type="checkbox"/> 14-20 contact hours plus 4-hour assignment = 1 sem. hr. credit <input type="checkbox"/> Other(Describe) _____

Hard copy of this document is located under resources.

The Utah State Office of Education has embedded the professional learning standards into OnTrack. These Course Assurance Standards are required for all new, USOE credit, professional learning opportunities that are posted in the system.



©Utah State Office of Education



THERE ARE A FEW SPECIFIC DIFFERENCES WITH THE NEW USOE CREDIT ASSURANCES

- **Learning Communities:** Requires a description of how the course will create a culture of accountability and responsibility. Think about ways your course will support participants in becoming more responsive to and responsible for student learning. Describe how this professional learning opportunity will support teachers in designing and implementing content and instruction that meets identified expectations for student learning.

THERE ARE A FEW SPECIFIC DIFFERENCES WITH THE NEW USOE CREDIT ASSURANCES

- **Learning Designs:** Effective professional development will include a variety of learning activities that support adult learning. Describe how your course will address the needs of the professional adults who will attend your session, including your design for the use of time, differentiated instructional strategies, background knowledge and current professional needs to support learning.

THERE ARE A FEW SPECIFIC DIFFERENCES WITH THE NEW USOE CREDIT ASSURANCES

- **Implementation:** Rather than the “drive by” methods of professional development that were stand-alone sessions, current research supports the development of professional learning experiences that include ongoing support for change and hands-on or job-appropriate learning. Describe how your course will meet these objectives by providing ongoing connections and support with participant. How will your course help ensure participants implement the issues you discuss?

If you would like more information on how you can use the OnTrack Professional Learning Center more effectively in your school or LEA, please contact Mindy Kalakis.
mindy.kalakis@schools.utah.gov



Thank you for your ongoing commitment to high-quality, relevant, and engaging professional learning. Ongoing professional learning benefits students and our own professional quality.



As you watched the standards overview video:

What BIG ideas emerged for you?

How will the standards improve the quality and results of professional learning?

What aspects of the standards interest you most?

Standard	3 core elements
Learning Communities	
Leadership	
Resources	
Data	
Learning Designs	
Implementation	
Outcomes	

Standards windowpane template

Standard _____

Key points What information or ideas are important to know about this standard?	Standards in practice Which behaviors are observable when this standard is fully implemented?
Symbol What visual representation would help people remember this standard?	Next steps What steps are necessary to implement this standard?

Resources

4 Prerequisites for Effective Professional Learning

The seven standards focus attention on educator learning that relates to successful student learning. Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics.

Professional learning is not the answer to all the challenges educators face, but it can significantly increase their capacities to succeed. When school systems, schools, and educator leaders organize professional learning aligned with the standards, and when educators engage in professional learning to increase their effectiveness, student learning will increase.

1.	2.	3.	4.
<p>Educators’ commitment to students, all students, is the foundation of effective professional learning. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student’s performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.</p>	<p>Each educator involved in professional learning comes to the experience ready to learn. Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with standards.</p>	<p>Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance. This cannot happen unless educators listen to one another, respect one another’s experiences and perspectives, hold students’ best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.</p>	<p>Like all learners, educators learn in different ways and at different rates. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.</p>

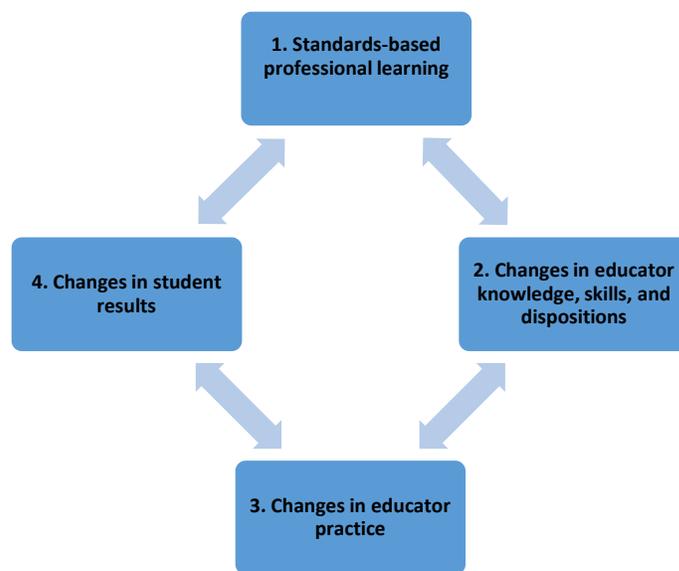


Utah Standards for Professional Learning

<p>Professional learning that increases educator effectiveness and results for all students...</p>	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.



This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



Utah Standards for Professional Learning; Suggestions for Use

The Utah Standards for Professional Learning are designed to set policies and shape practice in professional learning. Improvement is a continuous process without a beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for all students its quality and effectiveness cannot be left to chance. The standards will guide the efforts of individuals, teams, school and school systems staff, public agencies and officials, and nonprofit and for-profit associations or organizations engaged in setting policy, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning to increase educator effectiveness and results for all students.

These standards stimulate dialogue, discussions, and analysis that lead to increased effectiveness in professional learning regardless of the state of current practice. Here are several suggestions for how various types of educators may use the standards to deepen their understanding of effective professional learning and how to strengthen professional learning for all educators. The book *Standards for Professional Learning* (Learning Forward, 2011) offers a more comprehensive list.

Individuals Can:

- Study the standards to develop a foundational knowledge about effective professional learning.
- Use the standards to request improvements in professional learning in which they participate.
- Apply the standards to the planning, design, facilitation, and evaluation of professional learning they lead.

School Staff Can:

- Share the standards with external assistance providers who facilitate professional learning with school staff.
- Share the standards with parents, guardians, and community members to foster their support for professional learning as a means to increase student learning.
- Bring the standards into all program implementation or improvement discussions.

School Districts/Local Education Agencies Can:

- Post the standards on or link the standards from their websites.
- Use the standards as criteria for evaluating the effectiveness of all professional learning.
- Prepare a resolution that the school board or trustees adopt the standards as expectations for all professional learning.



Standards for Professional Learning

Outline of Components

Professional learning that increases educator effectiveness and results for all students...

Learning Communities

- Engage in Continuous Improvement
- Develop Collective Responsibility
- Create Alignment and Accountability

Leadership

- Develop Capacity for Learning and Leading
- Advocate for Professional Learning
- Create Support Systems and Structures

Resources

- Prioritize Human, Fiscal, Material, Technology, and Time Resources
- Monitor Resources
- Coordinate Resources

Data

- Analyze Student, Educator, and System Data
- Assess Progress
- Evaluate Professional Learning

Learning Designs

- Apply Learning Theories, Research, and Models
- Select Learning Designs
- Promote Active Engagement

Implementation

- Apply Change Research
- Sustain Implementation
- Provide Constructive Feedback

Outcomes

- Meet Performance Standards
- Address Learning Outcomes
- Build Coherence

Course Assurances for USOE Credit

Professional learning that increases educator effectiveness and results for all students

Standards	Provide evidence that requested course supports each section.
Learning Communities: How does participation in this course create a culture of accountability and responsibility?	
Learning Designs: Describe how your course assures active engagement, modeling, reflection, feedback, <i>and</i> formative and summative assessment, and how it integrates theories, research and models of human learning to achieve its intended outcomes.	
Alignment to Utah Core Standards: What core standards does this course support?	
Implementation: How will the new learnings in this course become job-embedded? How will participants receive follow-up support?	
Data: To what degree are the data being used to plan, implement and evaluate this course?	
Outcomes: How are student learning outcomes and educator evaluation standards used in evaluating this professional learning?	

Coursework...	Demographics
Is targeted to which professional learning audience?	
Is taught by a qualified, effective instructor. <ul style="list-style-type: none"> • Name • Email • Phone • Qualification 	
Is of sufficient duration to provide lasting impact.	<input type="checkbox"/> 7-13 contact hours plus 2-hour assignment = .5 sem. hr. credit <input type="checkbox"/> 14-20 contact hours plus 4-hour assignment = 1 sem. hr. credit <input type="checkbox"/> Other(Describe)_____

