

DIRECTOR OF PROFESSIONAL LEARNING / Learning Designs

(from Standards Into Practice- School System Roles: Innovation Configuration Maps for Standards for Professional Learning- Learning Forward (2013))

	Desired Outcomes	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
5.1 Apply learning theories, research, and models	5.1.1: Develops and shares a knowledge base about theories, research, and models of adult learning.	<ul style="list-style-type: none"> • Fails to add to own or others' knowledge base about learning theories, research, and models. 	<ul style="list-style-type: none"> • Studies research, theories, and models of adult learning. 	<ul style="list-style-type: none"> • Studies research, theories, and models of adult learning. • Develops a repository of print and electronic materials on professional learning. 	<ul style="list-style-type: none"> • Develops own and staff or participant knowledge and skills related to research, theories, and models of adult learning. • Develops a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> • Develops own, staff, and participant knowledge and skills related to research, theories, and models of adult learning. • Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning. 	<ul style="list-style-type: none"> • Develops own, staff system and school leader, and participant knowledge and skills related to research, theories, and models of adult learning. • Develops and maintains a searchable repository of reviewed print and electronic materials on professional learning.
	5.1.2: Acquires knowledge about multiple designs for professional learning.		<ul style="list-style-type: none"> • Fails to develop knowledge about multiple designs for professional learning. 	<ul style="list-style-type: none"> • Develops knowledge about, skills to facilitate, and expertise to implement learning designs throughout the seven-step cycle of continuous improvement. 	<ul style="list-style-type: none"> • Develops own and staff or participant knowledge about, skills to facilitate, and expertise to implement multiple learning designs useful in each step of the seven-step cycle of continuous improvement. • Develops own and staff or participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support). 	<ul style="list-style-type: none"> • Develops own, staff, and participant knowledge about, skills to facilitate, and expertise to implement multiple learning designs useful in each step of the seven-step cycle of continuous improvement. • Develops own, staff, and participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support). 	<ul style="list-style-type: none"> • Develops staff, system and school leader, and participant knowledge about, skills to facilitate, and expertise to implement multiple learning designs useful in each step of the seven-step cycle of continuous improvement • Develops own, staff, system and school leader, and participant knowledge about essential features of high-quality learning designs (e.g. active engagement, reflection, metacognition, ongoing support).
5.2 Select learning designs	5.2.1: Acquires and shares knowledge about the multiple factors influencing the selection of learning designs.		<ul style="list-style-type: none"> • Fails to develop and share knowledge about factors that influence selection of professional learning. 	<ul style="list-style-type: none"> • Develops own knowledge about factors that influence how adults learn. 	<ul style="list-style-type: none"> • Develops own and staff or participant knowledge about factors that influence how adults learn. • Develop own and staff or participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. • Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> • Develops own, staff, and participant knowledge about factors that influence how adults learn. • Develops own, staff, and participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. • Models learning designs that align with desired changes in practice. 	<ul style="list-style-type: none"> • Develops own, staff, system and school leader, and participant knowledge about factors that influence how adults learn. • Develops own, staff, system and school leader, and participant capacity to delineate and sequence learning objectives, including knowledge, skills, dispositions, and practices, to design learning. • Models learning designs that align with desired changes in practice.
	5.2.2: Applies knowledge to the selection of appropriate learning designs.		<ul style="list-style-type: none"> • Fails to apply knowledge to the selection of learning designs. 	<ul style="list-style-type: none"> • Supports system or school leaders to select learning designs. 	<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff or participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff or participants selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff and participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff and participants, selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc. 	<ul style="list-style-type: none"> • Selects appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Coaches staff, system and school leaders, and participants to select appropriate in-person, blended, and online learning designs for individual, team, school, and system professional learning. • Reviews, with staff, system and school leaders, and participants, selected learning designs for the presence of essential features, including active engagement, reflection, metacognition, ongoing support, etc.
	5.2.3: Develops and shares knowledge about technology-enhanced learning designs.	<ul style="list-style-type: none"> • Fails to develop or share knowledge about technology-enhanced learning designs. 	<ul style="list-style-type: none"> • Develops knowledge about available and emerging technology enhanced learning designs. 	<ul style="list-style-type: none"> • Develops and shares, with staff or participants, knowledge about available and emerging technology enhanced learning designs. • Identifies the benefits and limitations of technology-enhanced learning designs. • Establishes and applies criteria for selecting technology-enhanced professional learning designs. 	<ul style="list-style-type: none"> • Develops and shares, with staff and participants, knowledge about available and emerging technology enhanced learning designs. • Examines, with staff and participants, and system and school leaders, the benefits and limitations of technology-enhanced learning designs. • Establishes and applies, with staff and participants, criteria for selecting technology-enhanced professional learning designs. • Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning. 	<ul style="list-style-type: none"> • Develops and shares, with staff, system and school leaders, and participants, knowledge about available and emerging technology enhanced learning designs. • Examines, with staff, system and school leaders, and participants, the benefits and limitations of technology-enhanced learning designs. • Establishes and applies, with staff, system and school leaders, and participants, criteria for selecting technology-enhanced professional learning designs. • Advocates the use of technology-enhanced learning designs to increase the efficiency and effectiveness of professional learning 	
	5.2.4: Implements appropriate learning designs.		<ul style="list-style-type: none"> • Fails to implement appropriate learning designs for professional learning. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff or participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	<ul style="list-style-type: none"> • Uses appropriate in-person, blended, and online learning designs during meetings and professional learning. • Coaches staff and participants to implement appropriate in-person, blended, and online learning designs to achieve personalized, team, school, and system learning goals. 	
5.3 Promote active engagement	5.3.1: Models active engagement in professional learning.	<ul style="list-style-type: none"> • Fails to model and promote active engagement. 	<ul style="list-style-type: none"> • Participates actively in individual, team, school, and system-wide professional learning. 	<ul style="list-style-type: none"> • Participates actively in individual, team, school, and system-wide professional learning. • Shares strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> • Participates actively in individual, team, school, and system-wide professional learning. • Engages participants and others in practices delineated in learning outcomes. • Models and shares, with staff or participants, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> • Participates actively in individual, team, and school, and system-wide professional learning. • Engages participants and others in practices delineated in learning outcomes. • Models and shares, with staff and participants, strategies and protocols for active engagement in individual, team, system, and school professional learning. 	<ul style="list-style-type: none"> • Participates actively in individual, team, and school, and system-wide professional learning. • Engages participants in practices delineated in learning outcomes. • Models and shares, with staff, participants, and school and system leaders, strategies and protocols for active engagement in individual, team, system, and school professional learning.
	5.3.2: Promotes active engagement in the learning process.		<ul style="list-style-type: none"> • Fails to promote or support active engagement in professional learning. 	<ul style="list-style-type: none"> • Sets expectation that staff or participants engage actively in individual, team, school, and system-wide professional learning. • Coaches staff or participants to embed active engagement in learning processes. 	<ul style="list-style-type: none"> • Sets and explains expectation that staff or participants engage actively in individual, team, school, and system-wide professional learning. • Coaches staff or participants to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> • Sets and explains expectation that staff and participants engage actively in individual, team, school, and system-wide professional learning. • Coaches staff and participants to embed and monitor active engagement in learning processes. 	<ul style="list-style-type: none"> • Sets and explains expectation that staff, participants, and system and school leaders engage actively in individual, team, school, and system-wide professional learning. • Coaches staff, participants, and system and school leaders to embed and monitor active engagement in learning processes.