Designing an Effective Professional Learning System for ALL

Learning Forward Annual Conference in St. Louis
December 11, 2019
Session Focus

Explore one education service agency's design of a differentiated professional learning system for ALL educators and staff. Learn how priority services, role specialization, legislative requirements, career pathways, Learning Forward's Standards for Professional Learning, use of a learning management system, and personalized learning influenced our redesigned professional learning system. Consider a framework of continuous improvement and tools to support planning, design, implementation, and evaluation of your district's professional learning system.
Consider your own professional learning system. Reflect and write:

- One feature with positive impact
- One feature needing enhancements

Share your positive feature and feature needing enhancements

- Listen for commonalities and differences

Return to your sticky notes of words, phrases, or concepts of interest identified previously and consider possible areas of alignment.
Session Outcomes
What’s YOUR Personal Session Outcome

Pick 1 key word, phrase, or concept from your sticky notes

Consider 1-2 features of your PL system you want to focus on

Consider our 4 session outcomes

Articulate and document YOUR personal session outcome
LOOK WHO'S HERE!
Overview of Heartland AEA & Iowa’s AEAs
Iowa’s AEAs are part of a national network of education service agencies

- 553 agencies in 45 states
Iowa At-A-Glance

- 2.9 million people
- 333 public districts
- 180 non-public schools
- 36,279 teachers
- 517,769 K-12 enrollment
- 23.5% minority, 5.9% ELL
- 41.3% free/reduced lunch
Heartland AEA Snapshot

- 11 counties
- 6,369 sq. miles
- 53 public school districts
- 30 accredited non-public schools
- 10,000 teachers, principals and superintendents
- 145,450 students served birth to 21
Mission
To improve the learning outcomes and well-being of all children and youth by providing services and leadership in partnership with families, schools and communities.

Vision
Our vision is to nurture learners, empower choice and enrich lives.
<table>
<thead>
<tr>
<th>Some of Our Roles &amp; Functions: Certified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Consultants</td>
</tr>
<tr>
<td>Assistive Technology Consultants</td>
</tr>
<tr>
<td>Audiologists</td>
</tr>
<tr>
<td>Challenging Behavior &amp; Autism</td>
</tr>
<tr>
<td>Early Access (Birth - 3 year olds)</td>
</tr>
<tr>
<td>Early Childhood (3-5 year olds)</td>
</tr>
<tr>
<td>Occupational Therapists</td>
</tr>
<tr>
<td>Physical Therapists</td>
</tr>
<tr>
<td>PL Providers</td>
</tr>
<tr>
<td>School Psychologists</td>
</tr>
<tr>
<td>School Social Workers</td>
</tr>
<tr>
<td>Special Education Consultants</td>
</tr>
<tr>
<td>Special Education Nurses</td>
</tr>
<tr>
<td>Speech Language Pathologists</td>
</tr>
<tr>
<td>Teacher of the Hearing Impaired</td>
</tr>
</tbody>
</table>

HEARTLAND AREA EDUCATION AGENCY
Heartland AEA’s Commitment to PL

- Strong, historical and ongoing commitment for Professional Learning in our agency which is supported by both leaders and staff
- Multiple formal structures, and informal structures had been created to support staff learning and agency communication
Previous Communication and Learning in our Agency
Why the redesign?

- Continuum of **cohesive, extended learning** with vs. siloed, discrete learning
- **Capacity building** for application and improved practice
- Career development and **pathways** within our agency
- **Assignment matches** for service delivery
- Support staff’s desire for **differentiated learning** opportunities to support skill enhancement
- **Self-directed learning**
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>PL Cadre formed, Areas of Learning Determined, Structure Drafted</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Feedback, Structural components finalized, Details of structures, sub-components finalized, Configured tech platform</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Pilot Year, Feedback used to refine: Structure, Tech platform, Content and modalities of learning, Staff “user” experiences</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Certified Launch Year, Continual learning on self-directed learning, Feedback sought to further refine, Classified Redesign Continues</td>
</tr>
<tr>
<td></td>
<td><strong>Current &amp; Future</strong></td>
</tr>
<tr>
<td></td>
<td>Continual refinements and enhancements, Leader and staff learning on self-directed learners, growth mindset</td>
</tr>
</tbody>
</table>

**Learning Opportunities**: Developed, Implemented, Feedback Collected and Analyzed, Refinements Made
Session Outcomes

Created by Rose Alice Design from Noun Project
Problem Solving Framework

Problem Identification
- Is there a difference between expected and current performance?

Evaluate Solutions
- Is it working?
- Did it work sufficiently?
- What do we do next?

Explore & Implement Solutions
- What are viable options?
- How will implementation be ensured?
- How will progress be monitored?

Problem Analysis
- Why is it happening?

DATA
- System
- Building
- Class
- Individual
- Group
Heartland AEA Professional Learning System Map

**STEP 1: Review Professional Learning Profile**
- Study Professional Learning Profile related to:
  - Your job function
  - Context of your agency assignment
  - Standards of practice
- Analyze competencies for professional learning
- Analyze learning maps for the competencies
- Identify possible areas of learning (growth)

**STEP 2: Create Your Professional Development Plan (PDP)**
- Engage in collaborative conversation (staff and supervisor)
- Prioritize area(s) of learning for the upcoming year
- Complete your PDP

**STEP 3: Engage in Professional Learning**
- Engage in learning opportunities which may include:
  - Face-to-face
  - Blended
  - Online
- Collect evidence of learning and implementation
- Self-reflect on learning and level of implementation

**STEP 4: Assess Professional Learning Implementation**
- Validate learning and implementation
- Gather feedback
  - Peers
  - Partners
  - Supervisor
- Update Professional Learning Profile
- Reflect on evidence of learning and implementation*
- Complete self-assessment and PDP*

*Future Connections to Evaluation Process:
- Evidence for portfolio
- Self-assessment
- Professional Development Plan
# Standards for Professional Learning

**Professional learning that increases educator effectiveness and results for all students** …

<table>
<thead>
<tr>
<th>DATA:</th>
<th>LEARNING COMMUNITIES:</th>
<th>LEADERSHIP:</th>
<th>RESOURCES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional learning that occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</td>
<td>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.</td>
<td>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING DESIGNS:</th>
<th>IMPLEMENTATION:</th>
<th>OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</td>
<td>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.</td>
<td>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</td>
</tr>
</tbody>
</table>
Session Outcomes
Professional Learning to Enhance Knowledge and Skills

- Mandates
- Research
- District and Partner Input
- Political Pressure

Heartland AEA Services

- Internal Professional Knowledge and Learning Opportunities
- AEA Staff Skills and Work Expectations

Just in Time Learning

- Provision of High Quality Services
Job-Alike Learning

Job-alike focus of agency directed learning and specific job-alike learning

District Based Teams Learning

Contextual focus of agency directed learning

Agency Directed Learning

Differentiated for functions and roles

Regional Meetings

LLPC, JAFs and agency MTSS
Session Outcomes
Vision for our PL Redesign

Create differentiated learning pathways for Heartland AEA staff to support the Agency’s mission while developing the knowledge and skills specific to their role in the Agency.
1. Standards-based professional learning

2. Changes in educator knowledge, skills, and dispositions

3. Changes in educator practice

4. Changes in student results
Areas of Learning and Self-Reflection

Define Expected Competencies

Honor Existing Competence: Knowledge, skills, beliefs, behaviors

Personalized, Flexible & Timely

Relevant & Meaningful

Created by Massupa Kaewgahya from Noun Project

Created by Vectors Market from Noun Project

Created by Creative Stall from Noun Project

Created by H. Alberto Gongora from Noun Project
A look at the nitty gritty details...
Certified Content Areas

Areas of Learning

- Determined by Heartland’s Priority Services
- ALL certified staff are required to have foundational knowledge, skills, and beliefs across these 8 areas of learning
- Concentrated and Specialized skills are developed/enhanced across 8 areas based on specific role in the Agency
- NOT intended to be all inclusive, job-specific learning needs remains
- Staff and leaders with content expertise comprise work teams

- Adult Learning
- Behavior
- Child Find
- Data & Assessment
- Early Childhood & Early Access
- Instruction
- Problem Solving
- Technology
Professional Learning Profiles

• A Professional Learning Profile is a display of the competencies which have been personalized for certified staff members, and are developed based on job title / function
  • Competencies included on each role’s PL Profile were determined by staff in the group as well as leaders

• PL Profiles are a starting point for self-reflection and goal prioritization
Professional Learning System

1. Access your **printed excerpt** from our Professional Learning Guidebook and **individually** review steps 1 through 4, beginning on page 3.

2. As you review each step, annotate with the following symbols:

   - ⭐ Exciting feature
   - !! This aligns with my thinking and/or the current thinking in my system
   - ?? Something I need to learn more about and/or a feature that could support my system

3. After reviewing and annotating, in a **pair or trio**, discuss what excites you, aligns with your thinking, or may be supportive of your system’s efforts.
Key Vocabulary and Concepts, Pages 5-6

Partner 1, review and be ready to explain to partner 2:

- Areas of Learning
- Key Components
- Competencies
  - Foundational
  - Concentrated
  - Specialized

Partner 2, review and be ready to explain to partner 1:

- Learning Maps
- Professional Learning Profiles
Professional Learning Profiles

Professional Learning 2018-19 | Certified Staff

Learning Profile: Professional Learning Provider

- No competency at this level
- Foundational
- Concentrated
- Specialized

Technology

- Communication & Collaboration
- Digital Content Creation
- Digital Privacy, Safety & Security
- Information & Technology Literacy
- Technology Troubleshooting
### Technology Continuum

#### Key Component: Communication & Collaboration

<table>
<thead>
<tr>
<th>FOUNDATIONAL</th>
<th>CONCENTRATED</th>
<th>SPECIALIZED</th>
</tr>
</thead>
<tbody>
<tr>
<td>At a basic level, with autonomy or appropriate guidance, Heartland AEA staff can interact, share and engage in collaboration and communication by using the appropriate basic digital tools.</td>
<td>Independently solving routine and non-routine problems, Heartland AEA staff can: interact, share and engage in collaboration and communication by using the appropriate digital tools.</td>
<td>Heartland AEA staff can model, coach and consult others to utilize digital tools that impact collaboration and communication with others.</td>
</tr>
</tbody>
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#### Key Component: Digital Content Creation

<table>
<thead>
<tr>
<th>FOUNDATIONAL</th>
<th>CONCENTRATED</th>
<th>SPECIALIZED</th>
</tr>
</thead>
<tbody>
<tr>
<td>At a basic level, with autonomy or appropriate guidance, Heartland AEA staff can select basic digital tools to create and edit digital content and apply basic copyright and licensing compliance.</td>
<td>Heartland AEA staff can: implement digital tools to create, modify and utilize digital content and apply basic copyright and license compliance while independently solving routine and non-routine problems.</td>
<td>Heartland AEA staff are able to recommend, evaluate, consult, coach and model digital tools for creation of innovative processes and products that are copyright and license compliant.</td>
</tr>
</tbody>
</table>
Learning Profile: Professional Learning Provider

**Communication & Collaboration**

**Area of Learning**
Technology Continuum

**Key Component: Communication & Collaboration**

**Foundational**
- At a basic level, with autonomy or appropriate guidance, Heartland AEA staff can interact, share and engage in collaboration and communication by using the appropriate basic digital tools.

**Concentrated**
- Independently solving routine and non-routine problems, Heartland AEA staff can: interact, share and engage in collaboration and communication by using the appropriate digital tools.

**Specialized**
- Heartland AEA staff can model, coach and consult others to utilize digital tools that impact collaboration and communication with others.
**Foundational competency:**

With autonomy or appropriate guidance, Heartland AEA staff can interact, share, and engage in collaboration and communication by using the appropriate basic digital tools.

*Please note that the learning maps include three levels: Awareness, Emerging and Achieving. When you are reading through or working on the Achieving level, know that the work and actions in the Awareness and Emerging levels are naturally part of the Achieving level, even if it is not explicitly stated.*

**Component 1: Collaborating and communicating through digital tools**

<table>
<thead>
<tr>
<th>Heartland AEA Staff Members...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
</tr>
<tr>
<td>• Aware of basic digital tools that exist and their intended impact on digital collaboration and communication.</td>
</tr>
</tbody>
</table>
Let’s Walk through the process together

STEP 1
Review Professional Learning Profile

☐ Study Professional Learning Profile related to:
  • Your job function
  • Context of your agency assignment
  • Standards of practice
☐ Analyze competencies for professional learning
☐ Identify possible areas of learning (growth)
Step 1: Review Professional Learning Profile

Materials Needed in your packet:

1. Professional Learning Provider PL Profile, pages 24-25
2. Technology Key Component Continuum, pages 320-321
3. Sample Learning Map for the first Key Component for Technology, Pages 322-324
Familiarize Yourself with the Structure

Materials Needed:

1. Professional Learning Provider **PL Profile**, pages 24-25
2. Adult Learning **Key Component Continuum**, pages 40-43
3. **Learning Map** for the first Key Component for Adult Learning, pages 44-47
Create Your Professional Development Plan (PDP)

- Engage in collaborative conversation (staff and supervisor)
- Prioritize area(s) of learning for the upcoming year
- Complete your PDP
Engage in Professional Learning

- Engage in learning opportunities which may include:
  - Face-to-face
  - Blended
  - Online
  - Learning communities
  - Peer observation
  - Independent study

- Collect evidence of learning and implementation

- Self-reflect on learning and level of implementation
Assess Professional Learning Implementation

- Validate learning and implementation
- Gather feedback
  - Peers
  - Partners
  - Supervisor
- Update Professional Learning Profile
- Reflect on evidence of learning and implementation*
- Complete self-assessment and PDP*

*Connections to Evaluation Process:
  - Evidence for portfolio
  - Self-assessment
  - Professional Development Plan
Session Outcomes
Technology Platform

Staff member level goals:

● Support staff & evaluators in efficient access to professional learning system components
● Assess and document current status related to articulated agency expectations for each role
  ○ Digital history of growth
● Monitor growth toward individual goals and enhanced skills

System level goals:

● Consistent measure of system collective skill-sets
● Support decision making regarding staff assignments
● Measure effectiveness of PL opportunities
● Support data based decision making for just in time learning
My Professional Learning Profiles:

Learning Profile Links:

STEP 1  Review Professional Learning Profile

☐ Study Professional Learning Profile related to:
  • Your job function
  • Context of your agency assignment
  • Standards of practice
☐ Analyze competencies for professional learning
☐ Identify possible areas of learning (growth)
### Step 1: Self-Assessment

#### Seven Roles in Adult Learning
In each interaction with adults, we need to be purposeful in recognizing and selecting our role to make the highest impact on the situation. This component explores the seven roles by providing opportunities for learning, practice, and application.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational</strong></td>
<td>Explore the seven roles that are used in adult interactions and how to match the appropriate role based on situation.</td>
</tr>
<tr>
<td><strong>Concentrated</strong></td>
<td>No competency at this level.</td>
</tr>
<tr>
<td><strong>Specialized</strong></td>
<td>Choose and move between and among the various roles based upon circumstances and needs of adults in order to most effectively engage them in learning.</td>
</tr>
</tbody>
</table>

#### Active Participant: Individually adding value to a learning session or meeting through preparation, engagement and self-regulation

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational</strong></td>
<td>This foundational learning opportunity will overview the definition, basic skills, and dispositions of an active participant.</td>
</tr>
<tr>
<td><strong>Concentrated</strong></td>
<td>Focus on the strategies that active participants use to model preparedness, engagement and self-regulation during various learning situations and meetings.</td>
</tr>
<tr>
<td><strong>Specialized</strong></td>
<td>Develop skills to influence others regarding preparation and engagement prior to, during, and after various learning situations and meetings.</td>
</tr>
</tbody>
</table>

#### Coaching: One-on-one discussions to convey a valued person from where he or she is to where he or she wants to be with the purpose of building self-directedness.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational</strong></td>
<td>Develop skill in the basics of coaching, planning, and reflecting.</td>
</tr>
<tr>
<td><strong>Concentrated</strong></td>
<td>Develop skill in the problem-resolving components of coaching.</td>
</tr>
<tr>
<td><strong>Specialized</strong></td>
<td>Understand and reflect upon skills in coaching at deep levels.</td>
</tr>
</tbody>
</table>
**Area of Focus #1**

**Adult Learning**

**Comments**

Test comments.

**Attachment(s)**

[Attach File]

**Area of Focus #2**

**Problem Solving**

**Comments**

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**STEP 1**

**Review Professional Learning Profile**

- Study Professional Learning Profile related to:
  - Your job function
  - Context of your agency assignment
  - Standards of practice

- Analyze competencies for professional learning
- Identify possible areas of learning (growth)
STEP 2
Create Your Professional Development Plan (PDP)

☐ Engage in collaborative conversation (staff and supervisor)
☐ Prioritize area(s) of learning for the upcoming year
☐ Complete your PDP
Step 2

Standard(s)/Criteria addressed:

☐ 1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
☐ 2. Demonstrates competence in content knowledge appropriate to the teaching position.
☐ 3. Demonstrates competence in planning and preparing for instruction.
☐ 4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
☐ 5. Uses a variety of methods to monitor student learning.
☐ 6. Demonstrates competence in classroom management.
☐ 7. Engages in professional growth.
☐ 8. Fulfills professional responsibilities established by the school district.

☐ Adult Learning
☐ Child Find
☐ Data & Assessment Competencies
☐ Early Childhood
☐ Instruction
☐ Problem Solving
☐ Social, Emotional, Behavioral, Mental Health (SEBMH)
☐ Technology
- Registration in formal learning opportunities through the system
- Ongoing documentation of growth processes and summative annual reflection shared efficiently between staff and supervisors
Data Based Decision Making

- Allows for proactive PL planning and decision making across our agency
- Analyze staff self-assessment of proficiencies at various levels:
  - PL Profile and role in the agency
  - Region
  - Agency wide
- Review and analyze data at various depths of learning:
  - Areas of Learning
  - Key Components
  - Competency level
Sample Agency Wide Data: Fall 2018 and Fall 2019

Characteristics and Needs of Adult Learners: We know adults learn differently and various characteristics impact that learning. This section delves into what that means and applications of that learning.
Sample *PL Providers* Data: Fall 2018 and Fall 2019

Characteristics and Needs of Adult Learners: We know adults learn differently and various characteristics impact that learning. This section delves into what that means and applications of that learning.
<table>
<thead>
<tr>
<th><strong>Learning Communities</strong></th>
<th>Mix of agency directed learning communities and staff created learning communities to build collective efficacy and achieve goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td>Prioritizing learning and staff focus to effectively and efficiently provide priority services</td>
</tr>
<tr>
<td><strong>Learning Designs</strong></td>
<td>Areas of learning, key components derived from research and/or evidence based practices. Offer multi-modal methods for staff engagement in PL</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>Self-reflection and evidence of growth in priority areas of learning to impact child/student outcomes</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Continue to focus on growth of leadership and staff evidenced through ongoing PL and implementation of PL system and “just in time” learning</td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td>Analysis of current skills vs. outlined required skills, context of district assignment, and student data guides staff decisions on PL</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Currently discussing change processes, growth mindset and self-directedness for maximizing adult growth and learning</td>
</tr>
</tbody>
</table>
Return to YOUR Personal Session Outcome

- Pick 1 key word, phrase, or concept from your sticky notes
- Consider 1-2 features of your PL system you want to focus on
- Consider our 4 session outcomes

Articulate and document YOUR personal session outcome

What are 1-3 action steps you will do when you return to your system?
Where is our system headed?

- Increased data-based decision making for agency directed PL
- Increase learning opportunity modalities and staff choice for engagement
- Professional Learning Profile for Leaders
- Learning communities for authentic peer feedback and job-embedded application with colleagues
- Continue to build understanding and commitment to self-directed learning
- Refine areas of learning: specifically related to equity
- Refine evaluation processes for PL opportunities and system
Take our 3 minute survey!

kickup.co/2019LF

SESSION ID: 3224

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report.
Thank you!

Questions or comments? We’d love to hear from you

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