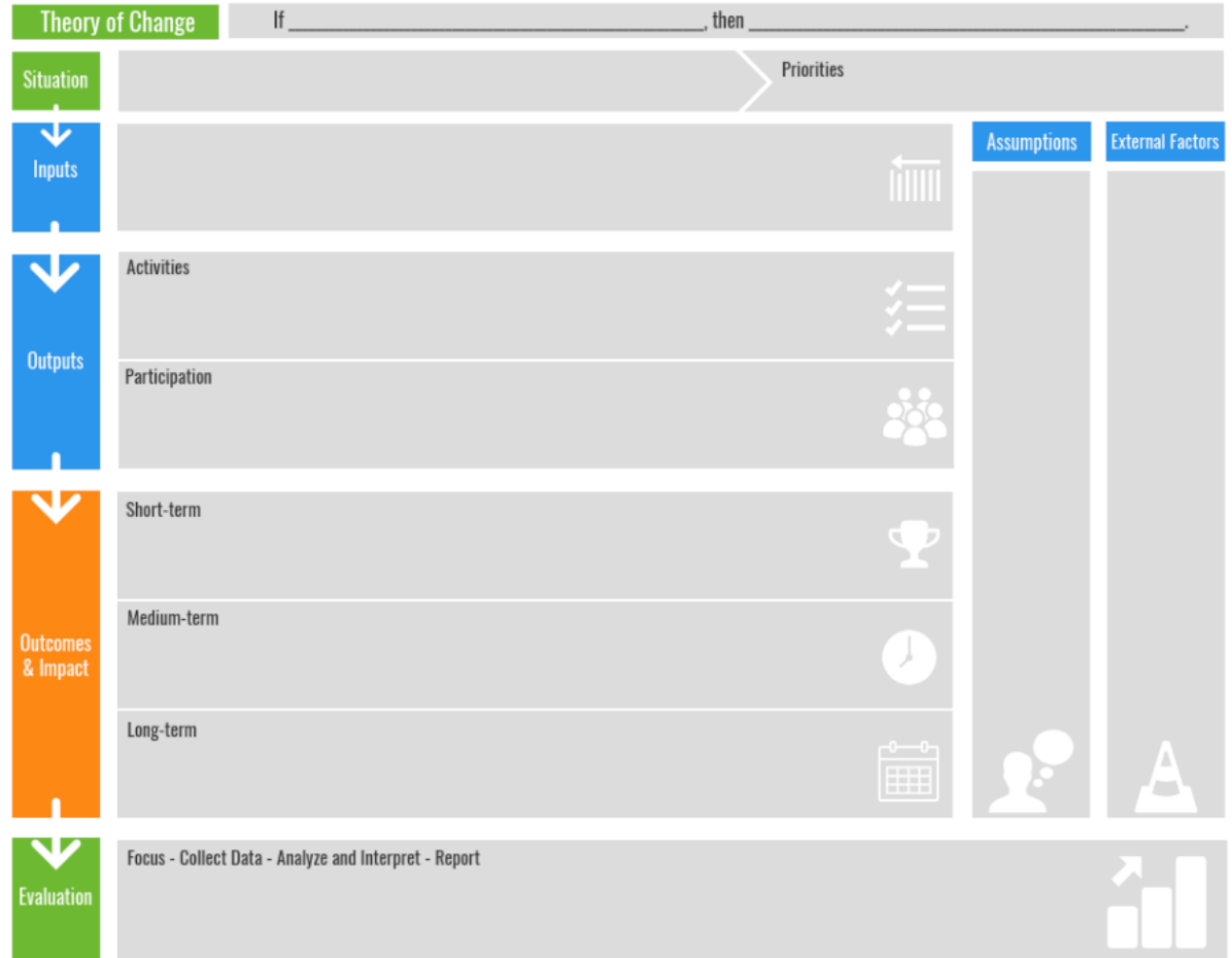
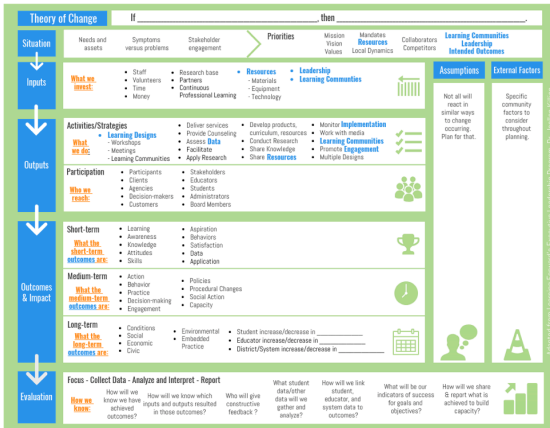


Professional Learning That Increases Educator Effectiveness and Results For All Students



Managing changes in practice HANDOUT 6.3

Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Indicator
	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Educator effectiveness and student results
	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes	Pockets of excellence
Learning Communities		Resources	Data	Learning Designs	Implementation	Outcomes	Lack of support
Learning Communities	Leadership		Data	Learning Designs	Implementation	Outcomes	Resistance
Learning Communities	Leadership	Resources		Learning Designs	Implementation	Outcomes	Lack of focus
Learning Communities	Leadership	Resources	Data		Implementation	Outcomes	Inadequate learning
Learning Communities	Leadership	Resources	Data	Learning Designs		Outcomes	Unsustained change
Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation		Misalignment of goals

Adapted by Learning Forward Senior Consultant Chris Bryan from Ambrase, D. (1987). *Managing complex change*. Pittsburgh, PA: The Enterprise Group, Ltd.

Logic model developed by ESU #3



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1 OUTCOME Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	2 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.	3 RESOURCES Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	4 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.	5 LEARNING COMMUNITY Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	6 IMPLEMENTAION 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.	7 LEARNING DESIGN Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

NOTES

“Responsibility is highest at taking care of the present. Followers don’t have time to deal with the future because they are busy dealing with the now.”

Joel Barker