

Professional Learning Inventory: A Tool for School and District Leaders

Teacher voices help provide a clearer idea for what schools and districts can be doing to improve the professional learning for teachers. We include two tools in this section—the **Professional Learning Inventory**, and the **Teacher Professional Learning Survey**. We encourage schools and districts to use both to improve the quality of their professional learning.

The **Professional Learning Inventory** reflects recommendations, comments, and concerns of classroom teachers in their evaluation of their professional learning experiences. School and district leaders can use these ideas as they design, implement, and evaluate professional learning for teachers.

Making it: Sustained

- When designing and implementing professional learning, what forms and with what frequency are you providing follow-up for teachers?
- How are you supporting, monitoring, and assessing the implementation of professional learning?
- Have you provided sufficient time, support, and commitment towards successfully implementing school or district initiatives and how do you know?

Making it: Intensive

- Have you provided sufficient time for implementation to occur between sessions to fit teachers needs in real time?
- How are you creating learning opportunities across multiple teaching subjects?

Making it: Collaborative

- How can you create time and space for teachers to choose their own collaborative networks based on areas of mutual concern or content area?
- How are you providing structure for peer-to-peer interactions while leaving room to meet individual needs?

Making it: Job-embedded

- When scheduling professional learning opportunities, how are you taking into account how it would impact teachers' workloads?
- How are you supporting peer-to-peer teacher observations in order to foster a community of support for teachers in the same content areas and grade levels?
- How can you make professional learning more immediately relevant to a teacher's day-to-day work in the classroom?

Making it: Data-Driven

- How are you soliciting and incorporating teachers' perspectives and needs when planning professional learning?

- In what ways are you communicating to teachers how professional learning is selected and planned?
- What evidence are you collecting that professional learning is translating into improved classroom practice?
- How are you supporting teachers in explicitly connecting the analysis of data to change in classroom practice?

Making it: Classroom-focused

- Are you providing adequate time and support to ensure that teachers are able to apply what they have learned to their classroom practice?
- Are you sufficiently differentiating professional learning opportunities to meet the needs of teachers across content, grade level, and experience?
- What level of autonomy are you providing teachers in selecting their professional learning?
- When collecting and using evidence as part of professional learning, are teachers allowed to choose the evidence that is most useful to them for reflecting on and improving their classroom practice?

Making it: Aligned

- What are you doing to make sure all professional learning is connected to current curriculum and state standards?
- How are you incorporating teachers' goals and plans for professional learning in school and district initiatives?