



CONTINUUM OF PROFESSIONAL LEARNING

TERM	DEFINITION	SUGGESTED LEARNING DESIGNS	EXAMPLE: Accountable Talk
Developing Awareness	<ul style="list-style-type: none"> Staff has knowledge of new research-based instructional technique or strategy. Staff has been introduced to technique or strategy via a meeting, workshop or written/electronic communication. Staff is aware that his/her professional practice will need to change. 	To determine awareness and to develop awareness <ul style="list-style-type: none"> Goal-setting meetings and observation feedback Self-assessment Survey Focused Walkthrough Curriculum Audit Data Review/Audit Introduction to a topic 	Teachers attend a CT Core workshop. The presenters indicate that Accountable Talk is a good strategy to address the speaking and listening standards. Teachers acknowledge the need for further learning on this strategy.
Building Knowledge	<ul style="list-style-type: none"> Staff has received repeated information of new research-based instructional technique or strategy via meetings, workshops or written/electronic communication Staff has engaged in discussion about research-based instructional technique or strategy. Staff has had small group presentations of the research-based instructional technique or strategy at grade-level, department or data team meeting by a school-based expert. 	To build knowledge level <ul style="list-style-type: none"> P21 Online video resources (exemplary teaching, etc.) Workshop Study/Book/Video group Video study Webinar Group discussion Role Play Follow up session 	Teachers design a study group to learn more about Accountable Talk strategies. They explore the Institute for Learning website, watching videos and reviewing articles.
Translating into Practice	All of the above criteria plus: <ul style="list-style-type: none"> Demonstrations of the instructional technique or strategy have been observed by staff. Staff tries the new instructional technique or strategy Increasing evidence of implementation of instructional strategy in classrooms. 	To translate professional development into practice <ul style="list-style-type: none"> Conducting Demonstration Lessons Co-teaching Video Reflection/Lesson Study Mentoring Peer Consultation or Coaching Technical Assistance or Coaching 	With the assistance of the building instructional coach, teachers try out the new strategies. Teachers also engage in co-planning and/or lesson workshop to guide strategy implementation.
Reflecting	All of the above criteria plus: <ul style="list-style-type: none"> Full implementation and self-evaluation of instructional strategy implementation in classrooms. Staff gives and receives feedback on implementation. Staff refines the instructional practice implementation based on review of data through data team process. 	To reflect and revise instructional practice <ul style="list-style-type: none"> Cognitive Coaching Teacher-led Lesson Study Action Research Looking at Student Work and Collaborative Scoring Job-embedded Professional Development Data Team Meetings Walkthroughs Coaching cycle for instruction Peer observations 	Teachers meet again as a group to discuss what worked, what didn't and what needs to be tweaked.
Building Capacity	<ul style="list-style-type: none"> Staff gives and receives feedback on implementation. Staff refines the instructional practice implementation based on review of data through data team process. Staff engages in collegial professional learning. Staff has a strong sense of internal accountability. 	To build teacher leadership <ul style="list-style-type: none"> Peer Coaching System Peer Observer Producing Video Exemplars Publishing Artifacts In-house training Turnkey Lesson/Lesson Study Cycle Presenter Training 	Teachers who have mastered the strategy open their classrooms for other teachers to observe.