

## "Head, Heart, and Habits + Equity" Checklists for School & System-level Leaders:

High-Quality Professional Learning Characteristics, Conditions & Culturally Responsive Approaches

## What characteristics makeup quality, materials-focused professional learning?

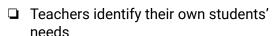


Head: Core academic content embedded in high-quality instructional materials and aligned to research-based practices. Teachers deserve daily access to instructional practices based on research. Deep curriculum and lesson study allows teachers to grow their content and pedagogical knowledge over time and spread that knowledge to their colleagues.<sup>1</sup>

- ☐ Sustained time spent on the same topic
- ☐ Alignment to standards and curriculum
- Content focus builds teacher knowledge & skill (pedagogical content knowledge)
- ☐ Teachers instructional decisions to adapt the curriculum to their students' needs are grounded in the research behind "the shifts"



Heart: Teacher-led communities that build both social capital and buy-in. Teachers deserve to feel motivated and supported by their peers to learn and grow. In teacher-led communities, educators are more likely to buy into their own development and work collaboratively with their colleagues to improve instruction. <sup>2</sup>



- ☐ Teachers work collaboratively in communities to meet student needs
- ☐ Teachers have agency that creates buy-in
- ☐ Teachers trust and feel connected to their fellow teachers in the school
- ☐ Teachers have influence over the



Habits: Structured and repeated cycles of inquiry in the classroom. Teachers deserve to learn from their efforts. Repeated cycles of inquiry afford teachers the time and space to reflect, incorporate new learning into practice, and verify changes to instruction using analysis of student work.<sup>3</sup>

- Cycles of inquiry help change practice; includes practicing new ideas and analyzing evidence to see if it worked
- ☐ Appropriate & adequate time and space for professional learning
- Structures for supporting teacher learning, including observation, feedback, and coaching cycles for teacher growth (i.e., not evaluative) and

<sup>&</sup>lt;sup>1</sup> Guskey, T. R., & Yoon, K. S. (2009). What works in professional development. Phi delta kappan, 90 (7), 495-500.

<sup>&</sup>lt;sup>2</sup> Leana, C. (2011). The Missing Link in School Reform. Stanford Social Innovation Review, Fall 2011, 30-35.

<sup>&</sup>lt;sup>3</sup> Jensen, B., Sonnemann, J., et al. (2016). Beyond PD: Teacher Professional Learning in High-Performing Systems. Washington, DC: National Center on Education and the Economy.



	professional learning they receive  Teachers feel their professional learning is relevant  Teachers are confident that they are implementing their curriculum in a way that maximizes learning for all students	use of data and continuous improvement processes to make decisions
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What conditions enable quality, materials-focused professional learning?		
		C5
Instructional Capacity: Conditions that enable building educator pedagogical content knowledge	Investment: Conditions that enable positive educator mindsets and beliefs that shape the culture of learning.	Technical Capacity: Conditions that enable strong capacity and sustainability of systems & structures to support equitable and effective practices
<ul> <li>Guidelines for implementation of curricula demonstrate integrity vs. fidelity</li> <li>Other curricular/instructional materials for intervention are aligned</li> <li>Communication for implementation of curricula clear &amp; consistent to all instructional staff</li> <li>The implementation team includes teachers and point-person/s other than</li> </ul>	<ul> <li>□ Vision/s for the instructional content area is clear, effective, and demonstrates a commitment to educational equity.</li> <li>□ Areas of focus for professional learning, initiatives, and priorities in place support vision for effective, equitable instruction</li> <li>□ Communication of instructional vision/s shared with all stakeholders</li> </ul>	<ul> <li>Identified person/s responsible for the design and communication of professional learning</li> <li>Include diverse representation of teacher leadership</li> <li>The process to collect data on teacher quality and effectiveness related to instructional vision/s for effective instruction and implementation goals</li> <li>Strategic plan for teacher professional</li> </ul>
the school leader  A clear measure of usage percentage and type: compliance vs. adaptive	<ul> <li>Approach and plan for building buy-in and engagement with all instructional staff, build human and social capital</li> </ul>	learning includes: a coherent instructional vision for improving teaching and learning, prioritization of



- Collaborative planning or other structures support curriculum implementation
- □ Accountability measures do not conflict with implementation goals

■ Seek out and include perspectives of

those most affected by disparities in

- Clear connection to instructional vision/s and model for quality PL: head, heart & habits for educational equity
- Student learning environment builds self-efficacy, student-teacher relationship, growth mindset, happiness, belonging, and being challenged

professional learning sequence and structures (sacred time & consistent participation), and distributed leadership (for professional learning and teacher support)

with students and families

■ Validate and affirm students' home

## What culturally responsive practices cultivate equitable, materials-focused professional learning?<sup>4</sup> "Fill" gaining cultural knowledge about self "Skill" applying knowledge and leading the "Will" the desire to lead and a commitment to achieving equitable outcomes for all students. and others. change, skillfully putting beliefs and learning into action. ☐ Desire to continually become aware of ☐ Use cultural precepts as frames of ■ Stand up to inequities while inviting how race & cultural identities impact reference vs. stereotypes or predictors others to collective learning teaching and learning interactions and ■ Recognize that historical policies and of what individual students and relationships families know, do, or believe practices have benefited some ☐ Willingly examine the impact on ■ Improve understanding of behaviors, students at the expense of others families and students; contributing beliefs, values, and historical □ Acknowledge own practices and beliefs disproportionality markers as experiences of the local community, as leverage points for change symptoms of underlying cultural and how the community perceives ■ Build capacity of staff to use cultural mismatches school; not as a monolithic "single knowledge in day-to-day interactions

■ Build knowledge, trust, and respect

story"

<sup>&</sup>lt;sup>4</sup> Based on Wisconsin's Framework: <u>Equity: Wisconsin's Model to Inform Culturally Responsive Practices</u>



## outcomes

- Examine assumptions from societal biases about ability and potential based on gender, race, ethnicity, social class, disability status, and English language proficiency along with other characteristics and labels
- across the community through active listening, purposeful visits, and authentic partnerships with families and local organizations
- □ Recognize historical experiences and interactions of family and community members whose race or culture has been historically marginalized by schools
- ☐ Recognize and identify the assets in the local community

- culture, drawing on student experience to build and bridge to rigorous educational standards
- Build inclusive learning environments where students feel safe to express their identities and learn to relate respectfully to students whose race or culture differs from their own