ALIGNMENT AND COHERENCE Professional Learning Stories Discussion Guide

The following discussion questions are meant to support individuals, district teams, school teams, and implementation teams consider the best practices featured in the California Professional Learning Stories (PL Stories) and the state Quality Professional Learning Standards (QPLS), and ways in which their own systems might be improved to ensure positive outcomes.

Warmup

Before watching the Alignment and Coherence PL Stories, review the Alignment and Coherence QPLS at https://www.cde.ca.gov/pd/ps/documents/qplsaligncoh.pdf. What stands out to you about this standard and why?
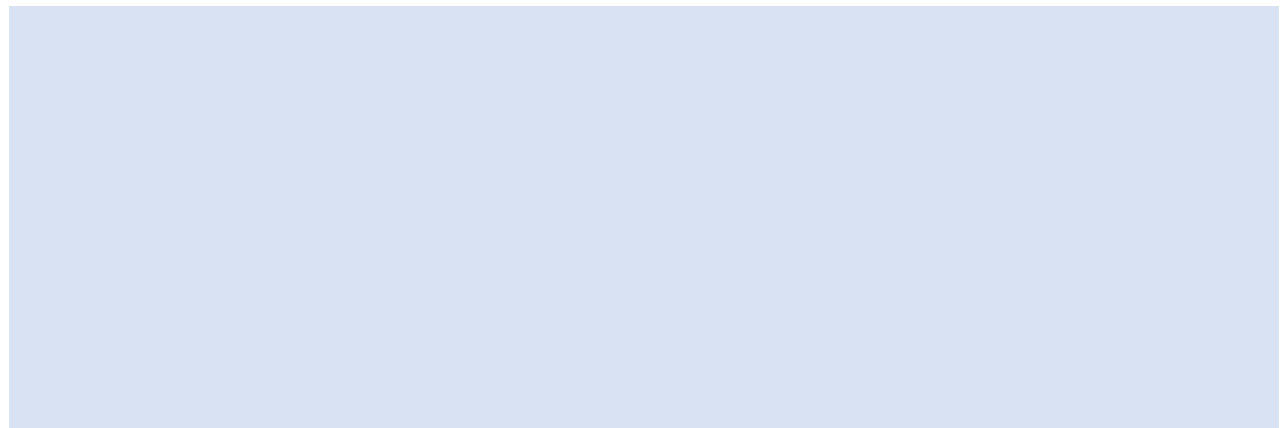
PL Story Questions

Use the questions below as you review the Alignment and Coherence PL Stories at https://www.cde.ca.gov/pd/ps/plstoriesaligncoh.asp. Note the ways in which the PL Stories exemplify the standard and how your PL system compares.

Element A: Policies and Regulations

How does this professional learning (PL) system integrate policy expectations into strategies that are focused on identified needs within the local context?

1. How does this PL system use local goals and state direction in following federal laws and guidelines to improve individual and collective educator and student performance?

2. How is educator development framed through preparation, licensing, induction, and continuous improvement?

3. How does this PL system extend educator capacity to implement content and pedagogy that prepare all students for national, state, and local curricula and assessments?

4. What learning and practice activities are offered that are directed toward meeting educator professional and performance standards?
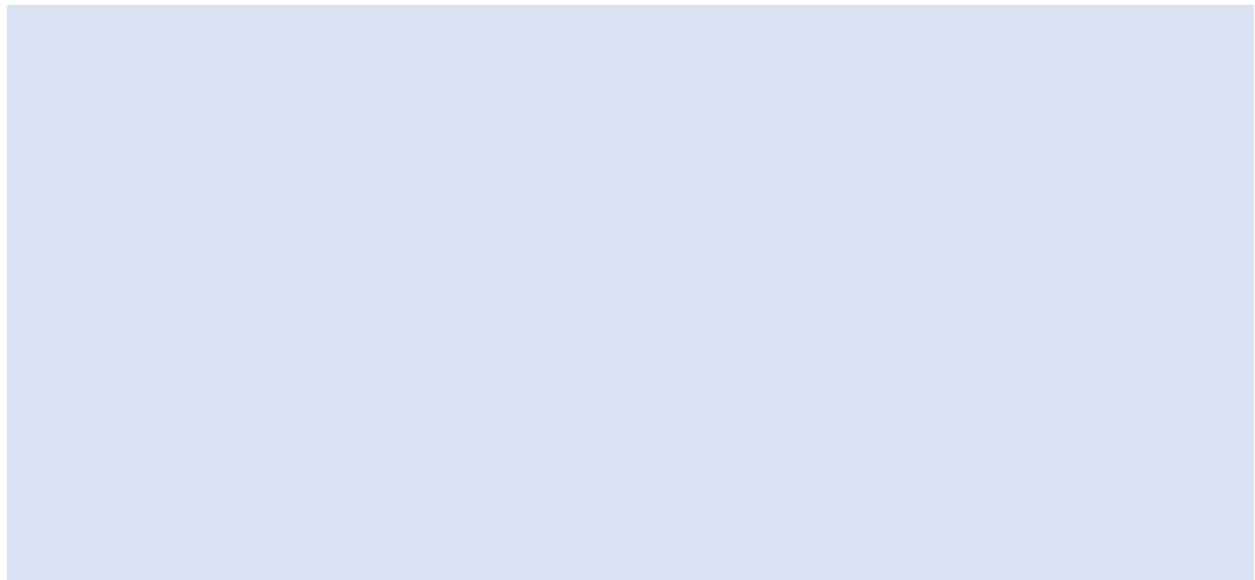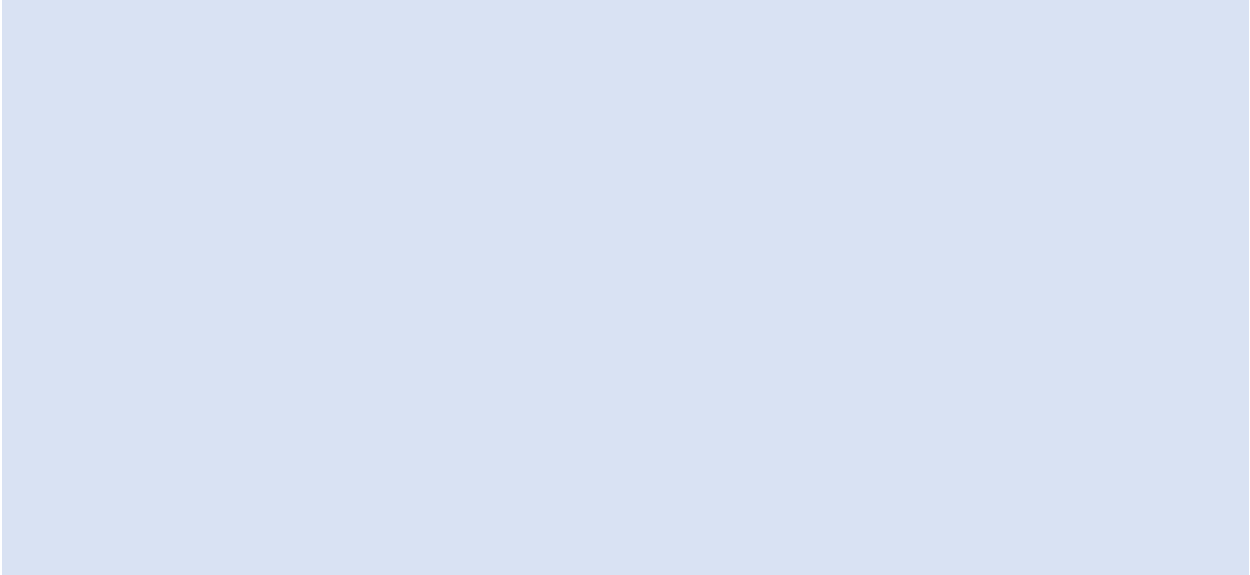
How does this compare to your PL system?

1. What local goals and state direction for federal laws and guidelines are used by your PL system to improve individual and collective educator and student performance?

2. How does your PL system frame educator development through preparation, licensing, induction, and continuous improvement?

3. How does your PL system extend educator capacity to implement content and pedagogy that prepares all students for national, state, and local curricula and assessments?

4. What learning and practice activities are offered that are directed toward meeting educator professional and performance standards?
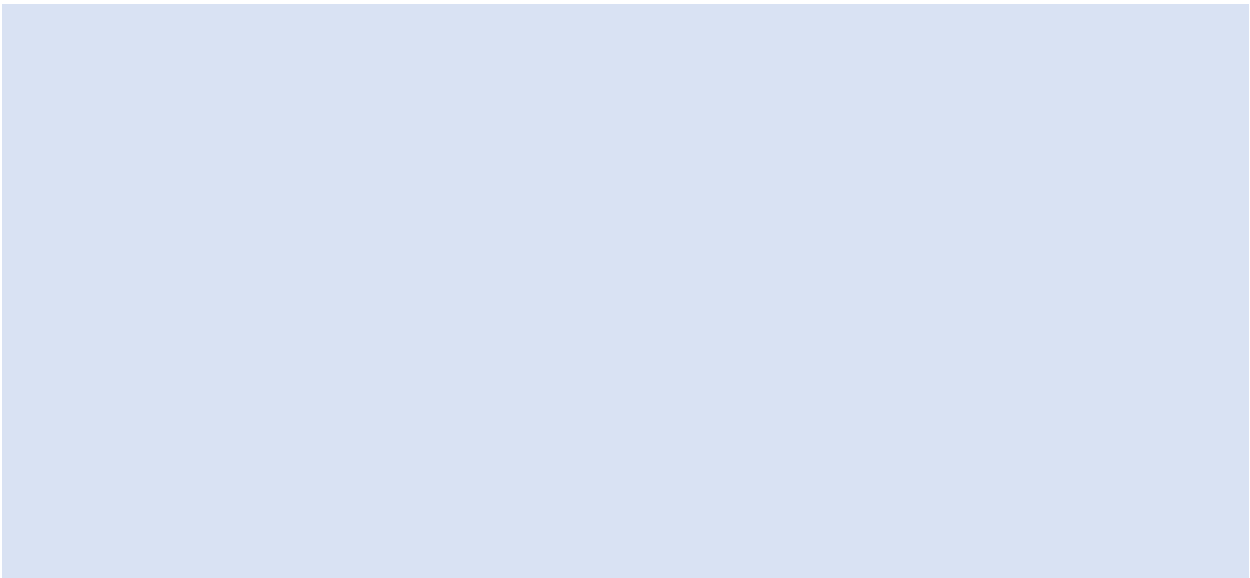
Element B: District and School Alignment

How does this PL system provide ways for districts and schools to link educator growth goals, expertise, and resources across multiple initiatives, programs, agreements, and improvement efforts?

1. Is this PL system developed from clear, written district policy? How do you know?

2. How does this PL system reflect classroom, school, and district goals for student and educator growth? How are policies, structures, and practices aligned to these goals?

3. How is this PL system combined with other system elements in comprehensive district and school professional growth plans?

4. What evidence is provided that demonstrates that quality PL is a critical component of the district/school educator support and evaluation system?
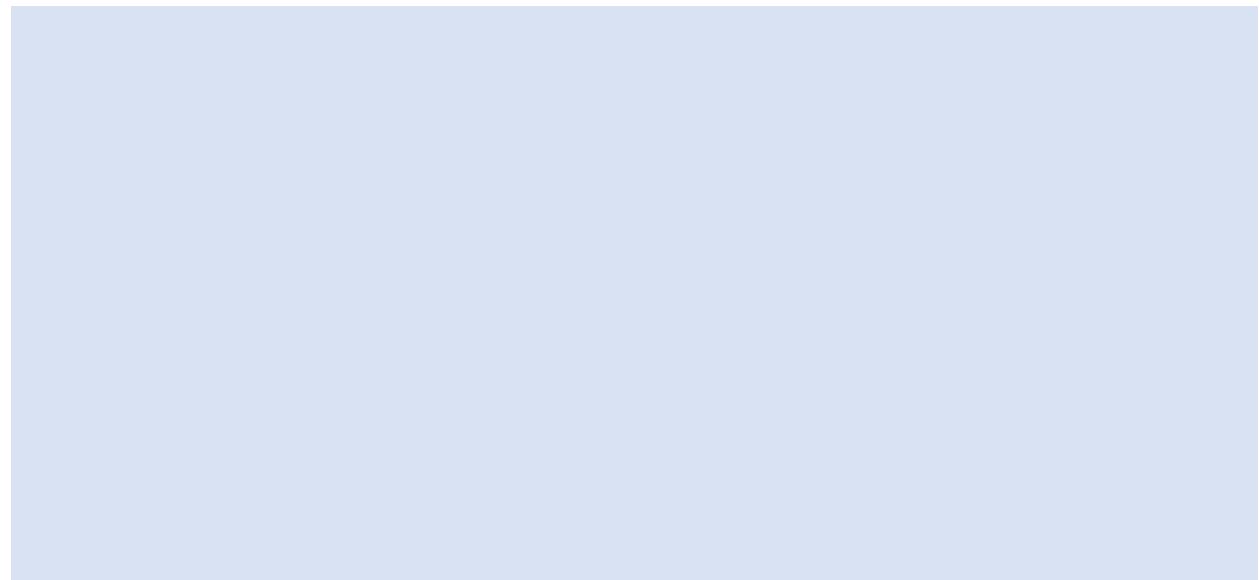
How does this compare to your PL system?

1. Is your PL system developed from clear, written district policy?

2. How does your PL system reflect classroom, school, and district goals for student and educator growth? What policies, structures, and practices are aligned to these goals?

3. How is quality PL combined with other system elements in your comprehensive district/school professional growth plans?

4. What makes quality PL a critical component of your district/school educator support and evaluation system?

Element C: Professional Career Continuum

How does this PL system provide increasingly more complex opportunities for educators to learn and practice skills, advancing expertise throughout their careers and making leadership roles available as educators progress?

1. How does this PL system prepare educator candidates to assume novice educator roles?

2. How does this PL system support novice educator induction, and their ability to apply theoretical learning to real-world assignments and reflect upon results and next steps?

3. How do experienced educators continuously extend capacity to meet professional expectations and meet the needs of all students through a coordinated system?

4. Do skilled veteran educators assist novice educators and peers and lead schoolwide/districtwide initiatives?

How does this compare to your PL system?

1. How does your PL system prepare educator candidates to assume novice educator roles?

2. How does your PL system support novice educator induction and their ability to apply theoretical learning to real-world assignments and reflect upon results and next steps?

3. How do experienced educators continuously extend capacity to meet professional expectations and meet the needs of all students through a coordinated system?

4. Do skilled veteran educators assist novice educators and peers and lead schoolwide/districtwide initiatives?
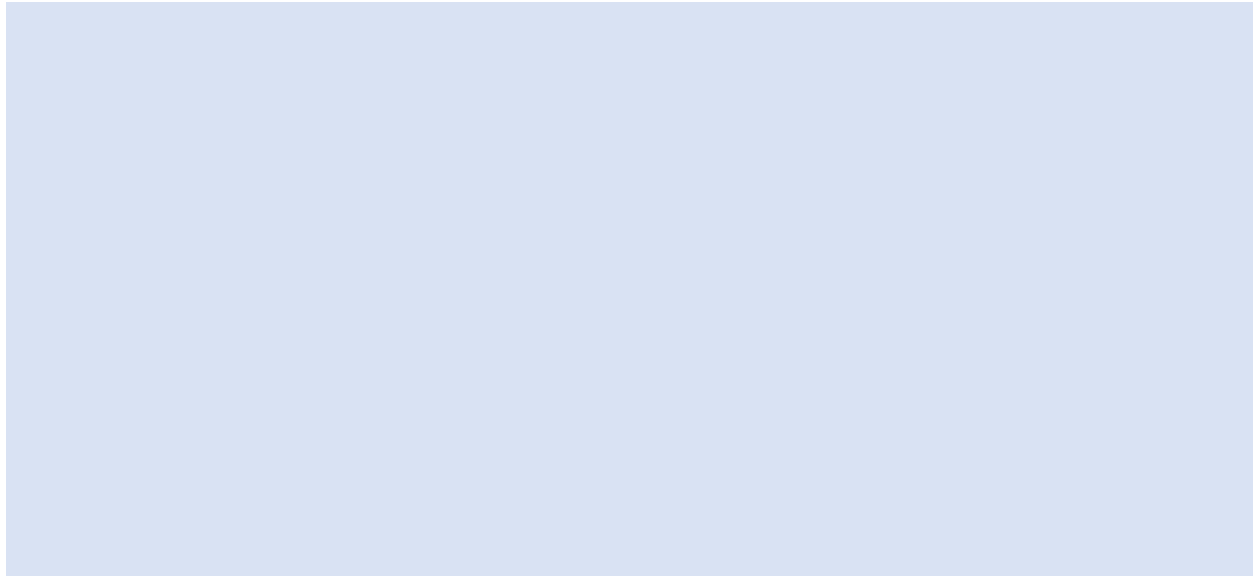
Take Action

Review your notes above. What will you and your team do to increase alignment and coherence in your PL system?