HIGH-QUALITY PROFESSIONAL LEARNING

High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher academic needs and supports the implementation of high-quality instructional materials, leading to increased student outcomes.

Effective implementation of high-quality instructional materials (HQIM) has a tremendous impact on student learning. To ensure effective HQIM implementation, ongoing high-quality professional learning (HQPL) for educators at every level must be in place. Six research-based principles serve as the foundation of high-quality professional learning.

Six Research-Based Principles of High-Quality Professional Learning (CCSSO)

High-Quality Instructional Materials (HQIM) + **Knowledge** + **Evidence** + **Motivation** + **Ongoing** + **Leadership**

HQIM at the center	• Professional learning should be rooted in HQIM implementation and facilitate the strategic use of HQIM to support all students, including diverse learners. • LDOE materials and resources (e.g. Math Companion Documents, Social Studies Learning Progressions, K-12 Student Standards for ELA, Louisiana Student Standards for Science, etc.) should be incorporated into the professional learning to facilitate understanding of how those resources support HQIM implementation
develops educators' content and pedagogical knowledge	• Professional learning should support educators in recognizing the pedagogical and content knowledge and strategies that are built into effective HQIM lesson preparation and implementation, such as just-in-time supports
grounded in evidence and supports effective decision-making	• Professional Learning should facilitate teachers' understanding and appropriate utilization of timely data from curriculum-embedded assessments to respond to student needs through the lens of the HQIM
attends to teacher motivation	• Professional learning should elevate educators' voices and allow for active engagement with the HQIM • Professional learning should reinforce the interconnectedness of HQIM implementation and other key initiatives and learning (SoR, numeracy training, etc.)
ongoing	• Professional learning should be supported by sustainable structures (e.g. cluster, professional learning time, teacher collaboration time, professional development days, etc.) that allow for the continued application of new learning
led by leaders who have content and curriculum expertise	• Professional learning should ensure that leaders have the opportunity to learn alongside teachers within the context of their HQIM and other relevant resources