

**Student Centered Accountability Program (S-CAP)**  
**SYSTEM SUPPORT REVIEW (SSR): Professional Learning**

**Professional Learning:** Continuous improvement practices increase educator effectiveness and improve results for all students.

Framework Element	REF #	Sub-Elements
<b>Learning Communities:</b> Professional learning occurs within learning communities.	A.1.	Structures exist that create ongoing opportunities for faculty collaboration and communication.
	A.2.	A culture of collaboration, shared practice, and reflection is evident.
<b>Professional Growth Plans:</b> Professional learning takes place within individualized professional growth plans.	B.1.	Professional learning is intentional and goal-driven.
	B.2.	The district supports every staff member’s Individualized Professional Learning (or Growth) Plan.
	B.3.	Professional learning is differentiated to support professional growth of instructional staff and school leadership.
<b>Leadership:</b> Leadership supports professional learning.	C.1.	The system has developed effective strategies to recruit and retain staff.
	C.2.	All staff have ownership and/or voice in determining professional learning.
	C.3.	Individual and collective feedback on educator practice that is common to all teaching staff (e.g., new technology, implementing common curriculum) is a feature in the system.
<b>Resources:</b> Professional learning requires prioritizing and coordinating resources for educator learning.	D.1.	The district has a system for distributing funds for professional learning that matches priorities.
<b>Data:</b> The district uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	E.1.	The district conducts a comprehensive needs assessment to develop a plan for professional learning based on the needs of students and adults within the school.
	E.2.	There are regular forums for analyzing student data to evaluate professional learning.
<b>Learning Designs:</b> Professional learning is researched and evidence-based.	F.1.	Selection of professional learning is intentional and grounded in current research.

	F.2.	The district’s professional learning plan addresses and supports priorities for curriculum, instruction, and assessment.
	F.3.	The district aligns professional learning supports to address Opportunity and Achievement Gaps.
<b>Implementation:</b> Professional learning applies research-based practices.	G.1.	Goals and intended outcomes of professional learning are known and professional learning is implemented with fidelity.
	G.2.	The district implements supervision and evaluation processes designed to improve professional practice, instruction, and student success.
	G.3.	Opportunity for personal reflection on practice is part of the professional learning implementation cycle.
<b>Evaluation:</b> Professional learning is evaluated.	H.1.	Professional learning is evaluated as related to its impact on student performance.
	H.2.	Professional learning is evaluated as related to its impact on student learning dispositions.
	H.3.	Professional learning is evaluated as related to its impact on teacher performance.
	H.4.	Professional learning encourages independent and group reflection that enables teachers to share best-practices, innovations and revise current classroom practice.