

Instructional System - *Implementing Curriculum*



The district provides ongoing, job-embedded professional learning for all educators to continuously improve instructional practices and student support.

PRACTICE 8

PREPARATION	GETTING AWARE	The district explores professional learning that is ongoing and job-embedded, including instructional coaching and teacher collaborative routines. The district engages in needs assessment to identify primary areas of focus for instruction by using observational instruction data, curriculum implementation data, and student outcome data.
	GETTING READY	The district reviews considerations for designing and implementing professional learning based upon Michigan’s Professional Learning Standards (adopted from the Learning Forward standards). The district develops a professional learning plan that incorporates collective and individual needs using instructional data, observational strategies, and teacher collaborative routines.
PROGRESS INDICATORS	GETTING STARTED	The district provides resources for individualized professional learning opportunities for teachers to explore and develop their own instruction. The district also provides collective professional learning experiences around areas of need or district priorities.
	GETTING BETTER	The district provides occasional, job-embedded professional learning to support instruction based on identified student and teacher data. This professional learning may include teacher collaborative routines and/or content-area focused instructional peer-to-peer observations and coaching. Grade-level or subject-area group professional learning may be used to inform teachers about instructional practices or curricular resources.
	KEEP IMPROVING	The district provides regular and frequent ongoing, job-embedded professional learning based on identified student and teacher data. The district utilizes a combination of teacher collaboration, individual or group coaching, and other professional learning that focus on practice, using data and observations to identify opportunities for improvement. Professional learning addresses district goals and vision through individualized guidance and learning based on classroom practice and outcomes.

**This practice is directly connected to Student Support Practice 11. See that practice for added details.*

RESEARCH REFERENCES FOR THIS PRACTICE:

- Coburn, C. E., Hill, H. C., & Spillane, J. P. (2016). Alignment and accountability in policy design and implementation: The Common Core State Standards and implementation research. *Educational Researcher*, 45(4), 243-251.
- Darling-Hammond, L., & Adamson, F. (2014). *Beyond the bubble test: How performance assessments support 21st century learning*. John Wiley & Sons.
- Donohoo, J. (2016). *Collective efficacy: How educators' beliefs impact student learning*. Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Fullan, M., & Hargreaves, A. (2016). Bringing the profession back in. *Learning Forward*.
- Gutierrez, S. B., & Kim, H. B. (2018). Peer coaching in a research-based teachers' professional learning method for lifelong learning: A perspective. *Alberta Journal of Educational Research*, 64(2), 214-221.
- Musanti, S. I., & Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 37(1), 73-89.
- Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. E. (2020). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data. *American Economic Journal: Economic Policy*, 12(1), 359-88.
- Rowan, B., & Miller, R. J. (2007). Organizational strategies for promoting instructional change: Implementation dynamics in schools working with comprehensive school reform providers. *American educational research journal*, 44(2), 252-297.
- Short, J., & Hirsh, S. (2020). The elements: Transforming teaching through curriculum-based professional learning. *Carnegie Corporation of New York*, November.
- Steiner, D. (2017). Curriculum research: What we know and where we need to go.