

Teaching Conditions Standard 7: Professional Learning

Quality learning opportunities are available for teachers to enhance teaching and learning.

- 7a. Time and resources are provided for professional learning (as approved by the SBDM Council), ensuring that all teachers have access to continuous learning opportunities.**
- ✓ Consistent time and resources ensure continuous professional growth.
- 7b. Professional learning meets best practice standards for delivery and support.**
- ✓ Professional learning aligns with the individual school professional learning plan as approved by the SBDM Council.
 - ✓ Professional learning meets best practice standards and is research-based.
 - ✓ Professional learning is differentiated and is guided by relevant data to meet the needs of teachers and students.
 - ✓ Through the professional growth planning process teachers are provided the opportunity to reflect on their teaching practices and to determine their professional growth needs in collaboration with appropriate school leader(s).
- 7c. Professional learning enhances the ability of teachers to implement instructional strategies and improve student learning.**
- ✓ Professional learning positively impacts instructional practice.
 - ✓ Professional learning contributes to improvements in student learning.
 - ✓ Follow-up support is provided to ensure successful implementation of knowledge and skills gained from professional learning opportunities.

PROFESSIONAL LEARNING

Teachers have at least the minimal amount of time and resources to learn and implement new instructional strategies.

Professional learning includes elements of the individual school professional learning plan as approved by the SBDM Council.

Professional learning meets best practice standards and is research-based.

Professional learning is data driven and includes elements of differentiation.

Teachers have input in deciding their professional learning needs.

Professional learning positively impacts teachers' instructional practices.

Professional learning contributes to improvements in student learning.

Follow-up support is provided for teachers to implement strategies learned through professional learning.

SBDM Councils are School-Based Decision Making Councils.

TEACHING CONDITIONS STANDARD 7—PROFESSIONAL LEARNING

Quality learning opportunities are available for teachers to enhance teaching and learning.

7a. Time and resources are provided for professional learning (as approved by the SBDM Council), ensuring all teachers have access to continuous learning opportunities.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 8.1.A, 8.1.B

| Exemplary | Accomplished | Developing | Insufficient |
|---|--|--|--|
| School leadership and teachers value professional learning; continuous learning opportunities for the faculty are systematically embedded in the School Improvement Plan. | Teachers consistently have the time and resources they need to participate in continuous learning opportunities. | Teachers have at least the minimal amount of time and resources to learn and implement new instructional strategies. | Adequate resources are not provided and teachers are given minimal or no time to participate in continuous learning opportunities. |

7b. Professional learning meets best practice standards for delivery and support.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 8.1.C, 8.1.D, 8.1.E, 8.1.I, 8.1.J, 8.1.K

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| School leadership works to ensure that professional learning is appropriate, meaningful and is aligned with the professional learning plan approved by the SBDM Council. | Professional learning is aligned with individual school professional learning plan as approved by the SBDM Council. | Professional learning includes elements of the individual school professional learning plan as approved by the SBDM Council. | There is little to no evidence that professional learning aligns with the individual school professional learning plan as approved by the SBDM Council. |
| Teachers’ analyses of student learning data helps ensure professional learning is based on best practices to address specific improvements in instructional practices and student learning. | Professional learning meets best practice standards, is research-based and informs collaborative efforts for improving instruction in the school. | Professional learning meets best practice standards and is research-based. | Professional learning is implemented without a clear understanding of its ties to best practices. |
| Ongoing professional learning actively engages teachers in addressing student needs and is both differentiated and data-driven. | Professional learning is differentiated, data driven and meets the needs of teachers and students. | Professional learning is data-driven and includes elements of differentiation. | Professional learning is often not differentiated and generally only meets the needs of a few teachers. |
| Teachers are encouraged and given the opportunity to reflect on their own teaching practices and are encouraged to determine their professional growth needs in collaboration with school leadership. | Teachers reflect on their teaching practices and determine their professional learning needs in collaboration with appropriate school leaders. | Teachers have input in deciding their professional learning needs. | Teachers are not provided the opportunity to determine their own professional learning needs. |

TEACHING CONDITIONS STANDARD 7—PROFESSIONAL LEARNING (CONTINUED)

Quality learning opportunities are available for teachers to enhance teaching and learning.

7c. Professional learning enhances the abilities of teachers to implement instructional strategies and improve student learning.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 8.1.L, 8.1.M, 8.2, 8.3

| Exemplary | Accomplished | Developing | Insufficient |
|--|--|---|---|
| Professional learning leads to reflective practice that consistently impacts classroom instruction. Formal and informal systems are in place to measure impact of professional learning. | Professional learning positively impacts instructional practices of many teachers. Limited systems are in place to measure impact. | Professional learning positively impacts teachers’ instructional practices. | Professional learning has minimal or no impact on instructional practices. |
| Professional learning consistently impacts student learning. Formal and informal systems are in place to measure impact of professional learning. | Professional learning positively impacts student learning. | Professional learning contributes to improvements in student learning. | Professional learning has minimal or no impact on student learning. |
| Implementation of instructional strategies emerging out of professional learning is promoted and celebrated. Consistent and meaningful follow-up is provided for all teachers. | Consistent follow-up support for successful implementation of strategies learned through professional learning is provided. | Follow-up support is provided for teachers to implement strategies learned through professional learning. | Little follow-up is provided for teachers to use instructional practices learned through professional learning. |