Quality Professional Learning Standards, Elements, and Indicators

Data

Quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments.

The QPLS data standard reinforces that it is good practice to use information and various sources of data to anchor decisions about planning, implementing, or assessing quality professional learning. Those responsible for improving educator effectiveness identify the starting point for improvement; apply the best-known ways to improve knowledge and skills; and assess short- and long-term results. To help every student succeed, educators begin by looking at data describing: what students know and still need to learn; current professional capacity to address next steps; and the overall picture of school program effectiveness. With these data in hand, educators establish priorities that support extending and strengthening their capacity to address individual student needs and strengths. The emphasis is on using data from educators, rather than about educators, to identify systemwide professional learning needs and priorities. When educators review professional learning experiences and results over time, they have the information required to evaluate whether professional learning efforts are having an impact on educator effectiveness and, ultimately, student performance.

Element A: Addressing Students’ Capabilities and Needs

Quality professional learning is continuously informed by multiple measures of student data.

INDICATORS

Quality professional learning:

1. Uses formative and summative student achievement data, disaggregated by race, gender, English language learner status, special needs, foster youth, and/or poverty indicators, to identify critical student needs that require improved instruction, support, and leadership.

The Quality Professional Learning Standards are available online at: http://www.cde.ca.gov/pd/ps/documents/caqpls.pdf
2. Incorporates disaggregated school climate data to identify student social, emotional, and health and safety areas requiring increased educator knowledge and skill.

3. Utilizes family and community information to assist educators in meeting students’ needs.

4. Includes staff, community, family, and student opinions as perception data to inform decisions.

**Element B: Addressing Educators’ Capabilities and Needs**

Quality professional learning develops from an understanding of educators’ current capacity and future development needs.

**INDICATORS**

Quality professional learning:

1. Includes data shared by educators about their knowledge, skills, and dispositions to help determine strengths and gaps in content and pedagogical knowledge.

2. Develops educators’ ability to meet students’ academic, cultural, social, physical, and emotional needs.

**Element C: Program/School Quality**

Quality professional learning uses schoolwide information to determine the current policies, practices, and outcomes that are the most essential priorities for educators’ professional learning.

**INDICATORS**

Quality professional learning:

1. Uses information from school initiatives and improvement efforts to identify knowledge and skills that educators need to implement recommendations.

2. Assesses how well current programs are aligned with federal, state, and district expectations for safe and secure environments, in order to determine priority actions.

3. Applies family and community feedback to identifying needs.
Element D: Continuous Review of Quality and Impact

Quality professional learning continuously improves through regular and long-term review of its purposes, components, processes, and outcomes.

INDICATORS

Quality professional learning:

1. Uses participant feedback to assess levels of participation, satisfaction, usefulness, and learning.

2. Collects and reviews evidence of changes and/or improvements in collective practice.

3. Uses quality and impact data to determine needs, track progress, and refine schools’ and districts’ professional learning plans.