Resources

Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

Professional learning is critical in increasing educator and school effectiveness and student growth. Opportunities for educators to engage, individually and collectively, in quality professional learning are possible when there are adequate resources such as staff, materials and technology, and time—all of which depend on availability of funding. Access to, quality of, and effectiveness of educator learning experiences depend upon whether and how these resources are prioritized to align with identified professional learning needs. To make decisions about equitably allocating resources for professional learning, those responsible must have a thorough understanding of varied student and educator learning needs and must thoughtfully consider which priorities will lead to improved outcomes for all students and educators. Because resources for professional learning come from many sources—including government allocations, public and private agencies, and educators themselves—distributing, tracking, and monitoring these resources is challenging. Understanding the sources, uses, and effects of professional learning resources and accurately tracking them provides educators and policymakers with information needed to make decisions about resource allocation and ways to improve the quality and results of professional learning.

Element A: Fiscal Capital

Quality professional learning is supported by sufficient, sustainable funding leveraged from both current and new sources.

INDICATORS

Quality professional learning:

1. Is recognized and prioritized as a key lever for developing educator excellence across career stages and increasing student progress.

2. Capitalizes on the integration and application of multiple sources of funding, in order to target identified professional needs.

The Quality Professional Learning Standards are available online at: http://www.cde.ca.gov/pd/ps/documents/caqpls.pdf
3. Applies a process to monitor how finances are used, the impact of investment on desired outcomes, and future allocations.

4. Uses outcome measures and perception data to establish its value as an effective investment, leading to ongoing financial commitments and/or incentives to search for additional funding sources.

**Element B: Human Capital**

Quality professional learning utilizes various sources of expertise and experience to address individual and collective learning goals.

**INDICATORS**

Quality professional learning:

1. Recognizes the leadership capacity of internal staff to present, facilitate, or coach targeted professional learning.

2. Capitalizes on flexible staffing arrangements that allow for peer-to-peer learning.

3. Engages external expertise when necessary.

4. Requires external professional learning providers to be vetted against rigorous criteria.

5. Includes parents, community members, regional partnerships, institutions of higher education, county offices of education, and others as professional learning providers and partners.
Element C: Time

Quality professional learning maximizes time for educators to engage in learning and collaboration, both within and outside of the school day.

Indicators

Quality professional learning:

1. Requires that time for collaboration and learning is made available in an ongoing and systematic way.

2. Develops a cycle of activities spaced over time, including theory, demonstration, practice, feedback, reflection, and coaching.

3. Necessitates that current educator schedules increase time for collaboration and learning.

4. Uses time within the school day for practice-embedded learning, but also provides release time when needed.

Element D: Equipment and Materials

Quality professional learning ensures the availability of a variety of tools so that educators have equitable access to relevant and effective learning opportunities.

INDICATORS

Quality professional learning:

1. Provides technology (hardware, software, and web-based) to enable educator learning, practice, and use of equipment and materials.

2. Ensures availability of equipment, print materials, and other supplies that support educators in meeting individual or collective learning goals.

3. Meets Americans with Disabilities Act (ADA) and web-content accessibility standards.

4. Leverages resources across programs, schools, districts, and county, state, and federal providers to expand use and maximize benefits of equipment and materials.