SHIFTING TOWARD TRANSFORMED LEARNING FOR EDUCATORS

Compliance

Centrally Mandated
District/school leadership primarily choose the focus areas for educator learning; leadership and/or external organizations primarily design and facilitate professional learning activities.

One Size Fits All
Professional learning activities are designed primarily as whole group experiences where all educators experience the same content in the same ways.

“Sit and Get” (Passive)
Professional learning activities are overwhelmingly passive, based primarily on whole group information sharing/lecture with little time for collaboration and application.

Ownership

Educator Driven
Educators choose the focus areas for their learning, and recognized educators primarily design and facilitate professional learning activities.

Highly Personalized
Professional learning activities are highly personalized, allowing educators to engage at their level of readiness and demonstrate significant agency in shaping their professional learning pathways.

Learning-By-Doing (Active)
Professional learning activities are overwhelmingly active, inviting educators to engage in dynamic collaboration with one another and positioning educators to immediately apply their learning through relevant practice.
**One-Off Sessions**
Professional learning activities are typically designed and experienced as discrete, isolated experiences with few connections between them.

**Removed from Practice**
Professional learning is experienced as something separate from educators’ core responsibilities and activities and is at best indirectly tied to student learning outcomes.

**Isolated**
The extent to which educators learn and grow is primarily based on individual teachers who prepare lessons, teach students, and monitor student progress largely in isolation from other professionals.

**Emphasis on Content**
Content knowledge is the primary focus of professional learning, and content is communicated through traditional learning processes like whole group lectures and presentations.

**Cohesive, Extended Learning**
Professional learning activities are designed with clear long-term goals in mind, enabling educators to increasingly develop knowledge and skills over extended periods of time.

**Job-Embedded**
Professional learning is closely intertwined with educators’ core responsibilities and activities with a primary focus on improving practices that directly increase student learning.

**Highly Collaborative**
Educators frequently and meaningfully engage with one another and with mentors/experts throughout their professional learning. This can take the form of Professional Learning Communities, mentorships, coplanning and coteaching, shared action research, and more.

**Emphasis on Process, Mindsets, and Content**
How educators learn is emphasized just as much as what they learn. Educators have the opportunity to learn in a dynamic, learner-centered manner while they are developing critical knowledge and skills. Essential mindsets such as growth mindset and a commitment to equity are intentionally cultivated.