



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Overview of the Connecticut Standards for Professional Learning

# Presenters



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# Learning Targets

As a board member:

- I can describe the board of education's role in providing resource, time and money, so that educator growth is supported.
- I can describe why Professional Development and Evaluation Committees (PDECs) are essential in educator evaluation and professional learning.
- I am aware the eight CT Standards for Professional Learning.
- I can describe the components of a quality professional learning system.



# Connecticut Standards for Professional Learning

**Cultural Competence**

**Learning Communities**

**Leadership**

**Resources**

**Data**

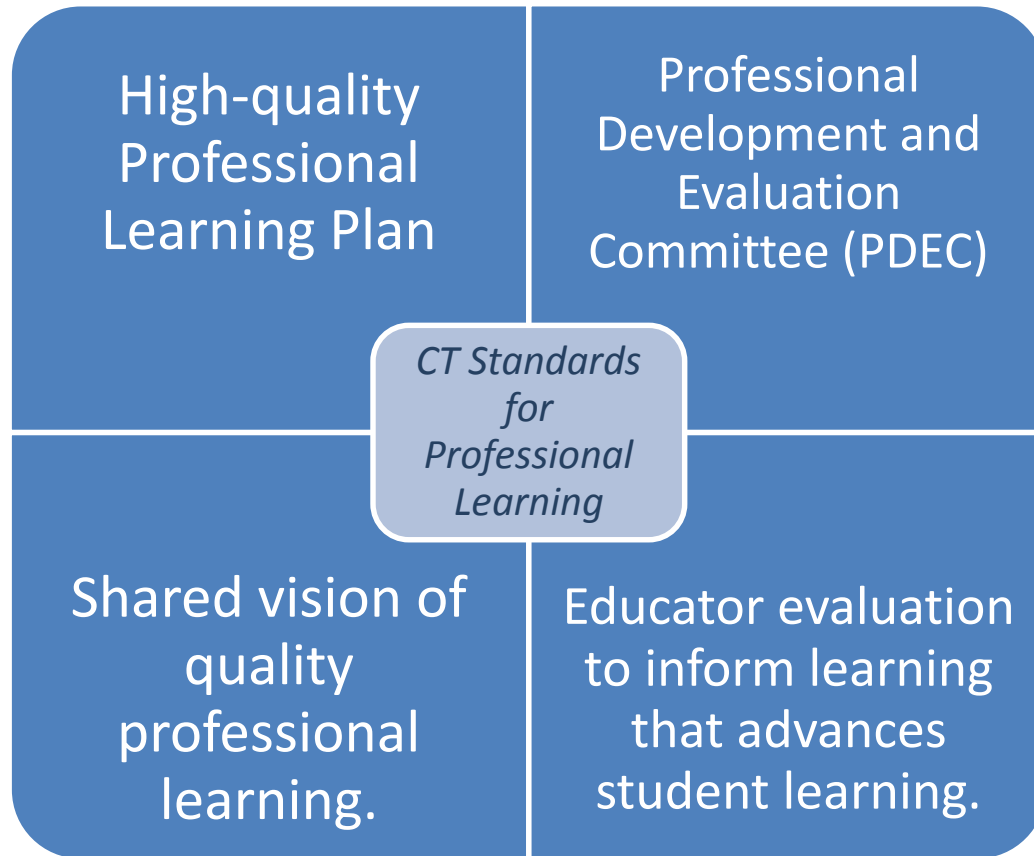
**Learning Designs**

**Implementation**

**Outcomes**



# Elements of a High-quality Professional Learning System





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# Cultural Competence

*Professional learning that enhances both educator practice and outcomes for each and every student...*

facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.





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# Learning Communities

*Professional learning that enhances both educator practice and outcomes for each and every student...*

occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.



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# Leadership

*Professional learning that enhances both educator practice and outcomes for each and every student...*

requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.



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# Resources

*Professional learning that enhances both educator practice and outcomes for each and every student...*

requires purposeful planning for the identification, coordination, monitoring, evaluation, and equitable use and allocation of resources to support educator learning.



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# Data

*Professional learning that enhances both educator practice and outcomes for each and every student...*

requires the use of both quantitative and qualitative student, educator and system data to plan, implement, monitor and assess professional learning.





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# Learning Designs

*Professional learning that enhances both educator practice and outcomes for each and every student...*

integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.



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# Implementation

*Professional learning that enhances both educator practice and outcomes for each and every student...*

applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.



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# Outcomes

*Professional learning that enhances both educator practice and outcomes for each and every student...*

is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.



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Questions?





# Thank You!

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