







## HIGH-QUALITY PROFESSIONAL LEARNING

High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher academic needs and supports the implementation of high-quality instructional materials, leading to increased student outcomes.

Effective implementation of high-quality instructional materials (HQIM) has a tremendous impact on student learning. To ensure effective HQIM implementation, ongoing high-quality professional learning (HQPL) for educators at every level must be in place. Six research-based principles serve as the foundation of high-quality professional learning.

### Six Research-Based Principles of High-Quality Professional Learning (CCSSO)

**High-Quality Instructional Materials (HQIM)** + **Knowledge** + **Evidence** + **Motivation** + **Ongoing** + **Leadership**

 <p><b>HQIM at the center</b></p>	<ul style="list-style-type: none"> <li>Professional learning should be rooted in HQIM implementation and facilitate the strategic use of HQIM to support all students, including diverse learners.</li> <li>LDOE materials and resources (e.g. <a href="#">Math Companion Documents</a>, <a href="#">Social Studies Learning Progressions</a>, <a href="#">K-12 Student Standards for ELA</a>, <a href="#">Louisiana Student Standards for Science</a>, etc.) should be incorporated into the professional learning to facilitate understanding of how those resources support HQIM implementation</li> </ul>
 <p><b>develops educators' content and pedagogical knowledge</b></p>	<ul style="list-style-type: none"> <li>Professional learning should support educators in recognizing the pedagogical and content knowledge and strategies that are built into effective HQIM lesson preparation and implementation, such as just-in-time supports</li> </ul>
 <p><b>grounded in evidence and supports effective decision-making</b></p>	<ul style="list-style-type: none"> <li>Professional Learning should facilitate teachers' understanding and appropriate utilization of timely data from curriculum-embedded assessments to respond to student needs through the lens of the HQIM</li> </ul>
 <p><b>attends to teacher motivation</b></p>	<ul style="list-style-type: none"> <li>Professional learning should elevate educators' voices and allow for active engagement with the HQIM</li> <li>Professional learning should reinforce the interconnectedness of HQIM implementation and other key initiatives and learning (SoR, numeracy training, etc.)</li> </ul>
 <p><b>ongoing</b></p>	<ul style="list-style-type: none"> <li>Professional learning should be supported by sustainable structures (e.g. cluster, professional learning time, teacher collaboration time, professional development days, etc.) that allow for the continued application of new learning</li> </ul>
 <p><b>led by leaders who have content and curriculum expertise</b></p>	<ul style="list-style-type: none"> <li>Professional learning should ensure that leaders have the opportunity to learn alongside teachers within the context of their HQIM and other relevant resources</li> </ul>