Differentiated Professional Learning

1. Awareness/Introductory
   - No Visible evidence of Learning Goals in the classroom.
   - No Learning Goal Posted.
   - No Learning Goal referenced during instruction.
   - No student connection to the Learning Goal.

2. Skill Development
   - Learning Goals are posted; however, teachers struggle with writing effective goals.
   - There is no evidence that the posted Learning Goal is aligned to the standards or referenced during the lesson.
   - Student ownership of the Learning Goal is not present.

3. Implementation
   - Learning Goals are posted and aligned with standards and Curriculum Guides.
   - Teachers struggle with unpacking the standard to make it alive in the classroom.
   - There is little to no evidence of Checks for Understanding or for utilizing the Learning Goal to assess learning.
   - Student ownership of the Learning Goal is limited.

4. Institutionalization of Practices
   - Learning Goals are in place and effective in supporting student success.
   - Learning Goals are posted, aligned, referenced during instruction, and there is evidence of student ownership in the Learning Goal.
   - Success criteria has been established – students know what they need to do to reach mastery.
   - There is Performance of Understanding. Learning Goals are used to inform instruction and assess learning.
   - There is evidence of Equity – all students all teachers are accountable to success through mastery of Learning Goals.
What is Differentiating Professional Development?

- Level 1..... Awareness or Introductory
- Level 2..... Skill Development
- Level 3..... Implementation
- Level 4..... Institutionalization Practices

**Level 1** professional development only starts the process of change, raising awareness and introducing new constructs and terminology.

**Level 2** is an intense level of PD. The adult learner typically experiences some major discomfort while making the initial attempts to try out new behaviors. For the adult learner to continue during Level 2 requires a considerable amount of support and massed practice in order to learn new content to a level of comfort.

**Level 3** professional development focuses mostly on helping the adult learner make necessary refinements and adjustments in newly learned content so that it fits the particular context well. Problem solving about real implementation problems is a key to motivating the Level 3 adult learner to use the new practices and get positive results with students.

**Level 4** professional development focuses on sustaining or institutionalizing the behaviors and protocols. Sometimes Level 4 addresses the role of coaches, teacher leaders and other professional development leaders who learn various strategies for helping other adult learners use new instructional practices.