

Principles of Effective Professional Learning (PEP)
(REF:NPEAT National Partnership for Excellence and Accountability in Teaching).

Principles for Effective Professional Learning	Elaboration of this Principle.	A rating of how this PDA relates to one or more of the Principles?
<p><i>1. The content of professional learning focuses on what students are to learn and how to address the different problems students may have in learning the material.</i></p>	<p>The content of professional learning is critically important to its effectiveness. While the content varies with the goals of the school, the content of professional learning should deal directly with what students are expected to learn and the instructional strategies that research and experience have shown are effective.</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>
<p><i>2. Professional learning should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.</i></p>	<p>Professional learning that is based on analysis of student learning helps teachers close the gap between actual student performance and goals for student learning. Goals for student learning also provide a basis for defining what teachers need to learn and a yardstick for improving professional learning.</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>
<p><i>3. Professional learning should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.</i></p>	<p>Adherence to this principle ensures that professional learning is relevant. When teachers help design their own learning, they are likely to feel a greater sense of involvement in the professional learning experience. Teachers are most likely to use what they learn when professional learning is focused on solving problems in their particular contexts.</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>
<p><i>4. Professional learning should be primarily school-based and built into the day-to-day work of teaching.</i></p>	<p>Teachers learn from their work. Learning how to teach more effectively on the basis of experience requires that such learning be planned for and evaluated. Learning needs arise and should be met in real contexts. Curriculum development, assessment, and decision making processes are all occasions for learning. When built into these routine practices, professional learning powerfully addresses real needs.</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>

<p>5. <i>Professional learning should be organised around collaborative problem solving.</i></p>	<p>Without collaborative problem solving, individual change is possible, but school change is not. Collaborative problem-solving activities allow educators to work together to identify both problems and solutions. Activities may include interdisciplinary teaming, curriculum development and critique, collaborative action research, and study groups</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>
<p>6. <i>Professional learning should be continuous and on-going, involving follow-up and support for further learning-including support from sources external to the school that can provide necessary resources and new perspectives.</i></p>	<p>Adoption and implementation of effective practices requires continued learning. Therefore the design of professional learning must provide time to apply new ideas and, sometimes, must draw on additional outside expertise. Such follow-up and support ensures that professional learning contributes to real change and continuous improvement.</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>
<p>7. <i>Professional learning should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional learning.</i></p>	<p>When done right, evaluation of professional learning yields important lessons for refining professional learning. Without such evaluation, future opportunities for teachers to learn may not be productive. Multiple sources of information should be used, including teacher portfolios, observations of teachers, peer evaluations, and student performance. Lessons become most clear when evaluators collect data during different stages of the change process</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>
<p>8. <i>Professional learning should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.</i></p>	<p>Because beliefs filter knowledge and guide behaviour, professional learning must address teachers' beliefs, experiences, and habits. Furthermore, specific knowledge and skills that work in one setting, sometimes do not work in others. When teachers have a good understanding of the theory behind particular practices and programs, they can adapt the strategy they learned about to the circumstances in which the teacher is trying to use it</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>
<p>9. <i>Professional learning should be connected to a comprehensive change process focused on improving student learning.</i></p>	<p>Improving teacher capabilities without changing the conditions that influence the opportunities to use these capabilities is often counter-productive. These conditions include time and opportunities to try new practices, adequate funding, technical assistance, and sustained central office follow through. Thus, unless professional learning is designed as part of a larger change process, it is not likely to be effective.</p>	<p><input type="checkbox"/> To a high degree <input type="checkbox"/> To some degree <input type="checkbox"/> To a minimal degree <input type="checkbox"/> Not relevant to this PDA</p>