



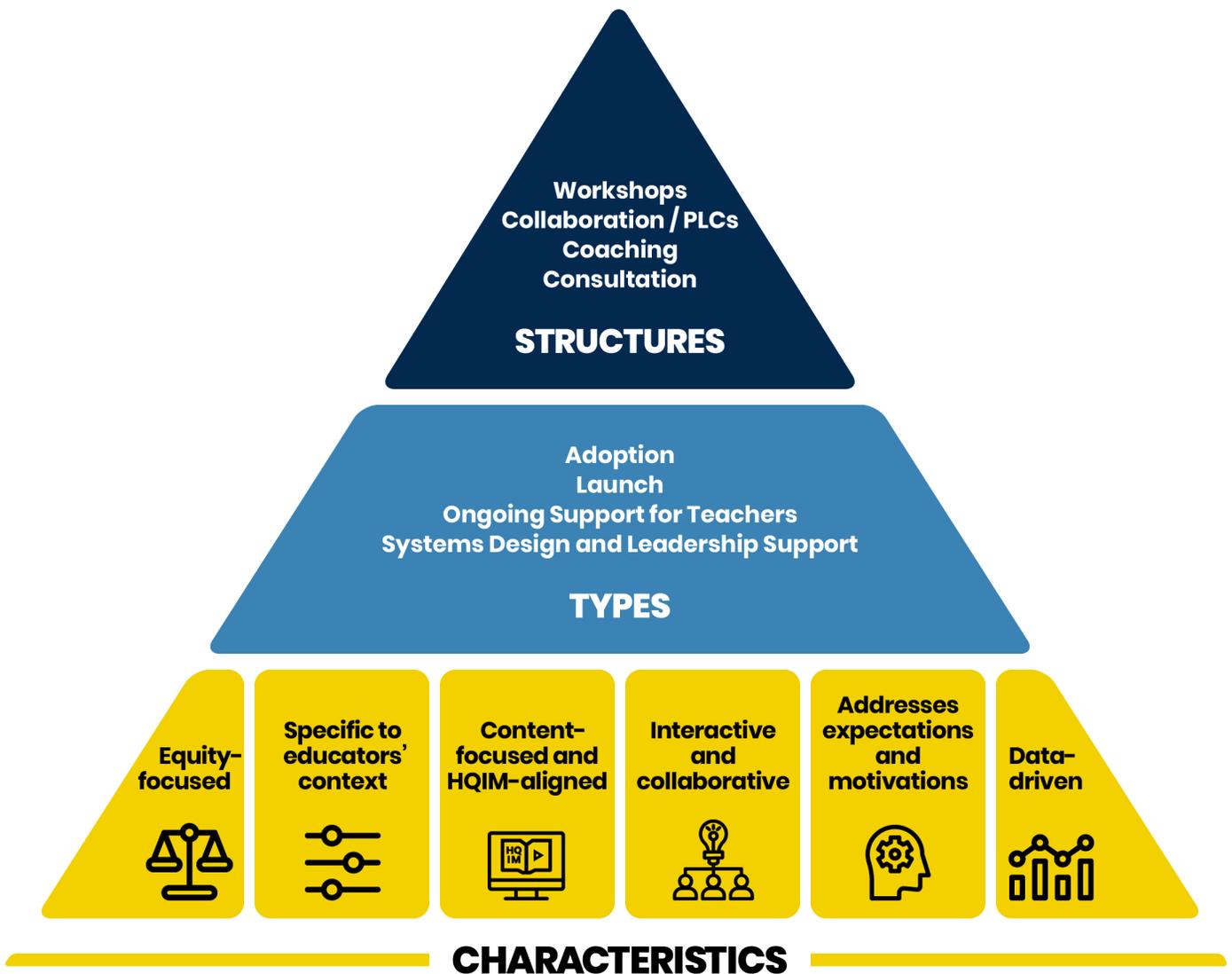
PROFESSIONAL LEARNING PARTNER GUIDE

FRAMEWORK FOR HIGH-QUALITY, CURRICULUM-ALIGNED PROFESSIONAL LEARNING

RE
RIVET
EDUCATION



Rivet Education's framework defines for educators the **characteristics**, **types**, and **structures** that construct high-quality, curriculum-aligned professional learning. The goal of this framework is to organize and guide Rivet's work and help the field understand the essential components and characteristics of strong curriculum-aligned professional learning.



CHARACTERISTICS

Across all types and formats of professional learning, there are **six** characteristics that must be met in order for it to be considered high-quality. High-quality, curriculum-aligned professional learning must be:



Content-focused and HQIM-aligned: Deepens educators' understanding of what to teach and how to teach it within the context of teachers' instructional materials.



Specific to educators' context: It is customized to educators' role, subject area, grade level/band, and skill level.



Equity-focused: Supports teachers in effectively engaging all students in rigorous tasks, including students with unfinished learning, students learning English, and students with special needs.



Data-driven: Is grounded in evidence of student learning where educators have opportunities to examine student work from the curriculum.



Addresses expectations and motivations: Attends to teacher motivation, mindset and implicit bias; involves courageous conversations that challenge negative assumptions about what students are capable of.



Interactive and collaborative: Involves expert models and practice, where educators participate in lessons as students, and plan, internalize, rehearse, and reflect with colleagues who teach the same content and curriculum.

PROFESSIONAL LEARNING TYPES

High-quality, curriculum-aligned professional learning serves **four** different purposes that are tailored to specific audiences and stages of high-quality instructional materials (HQIM) implementation.

PL TYPE	DESCRIPTION	OBJECTIVES
Adoption	Adoption professional learning supports schools and school systems in developing and executing a plan for HQIM selection.	<ul style="list-style-type: none"> • Supports school and school system leaders in defining or refining and communicating a shared, content-specific vision for excellent, equitable instruction and understanding the role HQIM plays in achieving that vision. • Prepares school and school system leaders to develop an adoption plan inclusive of clear goals, action steps, timeline, and stakeholder engagement and communication plans that results in the selection and procurement of HQIM aligned to the vision. • Supports school and school system leaders in running an adoption process with a clear process for reviewing, piloting, and selecting an HQIM with an emphasis on stakeholder engagement and alignment to vision for excellent, equitable instruction.
Launch	Launch professional learning designed equips teachers and leaders with their initial understanding of the HQIM and prepares them to implement with integrity from day one of instruction.	<ul style="list-style-type: none"> • Develops/refines a vision for strong implementation of the HQIM that connects back to a broader vision for excellent, equitable, and grade-level instruction. • Describes the HQIM's design principles and arc of learning and how the approach helps bring to life a content-specific vision of instruction. • Navigates any publisher-specific logistical and technological considerations involved in classroom use of the HQIM such as the components of the materials, how they are organized, and how teachers and students access them. • Internalizes and rehearses first units and lessons with colleagues who teach the same content and curriculum.
Ongoing Support for Teachers	Ongoing support for teachers deepens teachers' initial understanding of how to implement the HQIM by providing opportunities for teachers to reflect on their implementation and plan for upcoming instruction.	<ul style="list-style-type: none"> • Reinforces the vision for strong implementation of the HQIM that connects back to a broader vision for excellent, equitable, and grade-level instruction. • Supports teachers with internalizing and rehearsing units and lessons with colleagues with a focus on anticipating student thinking and responses. • Supports teachers' with skillful adaptation of the curriculum to meet the needs of all students and support rigorous, grade-level instruction. • Supports teachers with reflection and analysis of student data, especially student work from the HQIM, to address the needs of students with diverse and/or individualized learning needs through the use of the HQIM-embedded supports.
System Design and Leadership Support	System Design and Leadership Support professional learning supports school and school system leaders with identifying and implementing the enabling conditions and resources required for a successful implementation of the HQIM.	<ul style="list-style-type: none"> • Communicates a vision for strong implementation of the HQIM that connects back to a broader vision for excellent, equitable, and grade-level instruction. • Allocates the essential time (e.g. class time, PLCs) and resources (e.g. trade books) needed for curriculum implementation. • Builds coherence by eliminating policies and procedures that impede strong implementation. • Provides professional learning, including PLCs, coaching, observations, and feedback, that is anchored in the HQIM. • Monitors and identify trends within students' achievement of grade-level content and teachers' implementation of their HQIM.

PROFESSIONAL LEARNING STRUCTURES

High-quality professional learning may be delivered in a variety of structures, depending on content, audience, or type of session. Rivet has defined **four** types of professional learning structures that enable the delivery of HQPL. All structures of professional learning should be led by educators (teachers, leaders, or coaches) with strong content and pedagogical expertise and deep knowledge of the standards, shifts, and high-quality instructional materials.

PL STRUCTURE	DESCRIPTION	RECOMMENDED OCCURRENCE	RECOMMENDED FREQUENCY
Workshops	Stand alone learning experiences designed to teach educators about specific resources, materials, or strategies, or to build skills and/or knowledge, potentially leading to a credential or re-certification.	After school, during the summer, or on assigned professional development days within the school year	Multiple times a year
Collaboration / Professional Learning Communities	Small groups of educators within the same grade-level or content area who grapple with lessons, tasks, texts, and student work as the object of study. They use cycles of inquiry and employ protocols that support collaborative planning, observation, and feedback.	During planning periods within the school day	Weekly
Coaching	Informal opportunities for educators to observe exemplary teachers and receive actionable, content-specific feedback from a curriculum expert either from within their school or school or through an external partner.	During classroom instruction, with feedback sessions happening during planning periods or immediately following the lesson	Multiple times a year
Consultation	Discussion with system and school leaders to support professional learning systems design and implementation.	During the school day	Multiple times a year

BIBLIOGRAPHY

Aspen Institute (2017) Practice What You Teach: Connecting Curriculum and Professional Learning in Schools.

https://www.aspeninstitute.org/wp-content/uploads/2017/04/Practice-What-You-Teach.pdf?_ga=2.37398048.1029756609.1597869237-56209744.1597869237

Berner, Ashley (2016, November). The Promise of Curriculum: Recent Research on Louisiana's Instructional Reforms.

<https://edpolicy.education.jhu.edu/the-promise-of-curriculum-recent-research-on-louisiana-as-instructional-reforms/>

Blazar, D., Heller, B., Kane, T., Polikoff, M., Staiger, D., Carrell, S.,...& Kurlaender, M. (2019). Learning by the Book: Comparing math achievement growth by textbook in six Common Core states. Research Report. Cambridge, MA: Center for Education Policy Research, Harvard University.

https://cepr.harvard.edu/files/cepr/files/cepr-curriculum-report_learning-by-the-book.pdf

Boston Consulting Group. (2014). Teachers Know Best: Teachers' Views on Professional Development. The Bill & Melinda Gates Foundation.

<http://k12education.gatesfoundation.org/resource/teachers-know-best-teachers-views-on-professional-development/>

Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., and Coe, R. (2015). Developing Great Teaching: Lessons from the international reviews into effective professional development. Teacher Development Trust.

<http://tdtrust.org/wp-content/uploads/2015/10/DGT-Full-report.pdf>

Darling-Hammond, L., Hyler, M.E., Gardner, M., & Espinoza, D. (2017). Effective Teacher Professional Development. Learning Policy Institute.

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

Dunst, Carl J., Bruder, Mary Beth, & Hamby, Deborah W. (2015) Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes.

<https://academicjournals.org/journal/ERR/article-full-text-pdf/6CC5AF053837>

Educators for Higher Standards. (2017). Lifelong Learners: How Redefining Professional Learning Leads to Stronger Teachers and Improved Student Outcomes.

<http://www.educatorsforhighstandards.org/professional-learning-redefined/>

Elmore, R.F. (2008). Improving the Instructional Core.

Gallagher, H. A., Woodworth, K. R., & Arshan, N. L. (2015). Impact of the National Writing Project's College-Ready Writers Program on teachers and students. SRI International.

Garrett, R., Citkowicz, M., & Williams, R. (2019). How responsive is a teacher's classroom practice to intervention? A meta-analysis of randomized field studies. *Review of research in education*, 43(1), 106-137.

Kane, T.J. & Stiner, David M. (2019, April). Don't Give Up on Curriculum Reform Just Yet: What the research does (and doesn't) say about curriculum. Education Week.
<https://www.edweek.org/ew/articles/2019/04/02/dont-give-up-on-curriculum-reform-just.html>

Kaufman, Julia H.; Doan, Sy; Tuma, Andrea Prado; Woo, Ashley; Henry, Daniella; Lawrence, Rebecca Ann. (2020) How Instructional Materials Are Used and Supported in U.S. K - 12 Classrooms. Rand Corporation.
https://www.rand.org/pubs/research_reports/RRA134-1.html

Kennedy, M.M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 1-36.
<http://journals.sagepub.com/doi/abs/10.3102/0034654315626800>

Kraft, M., Blazar, D., and Hogan, D. (in press). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*.
[https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2017_teacher_coaching_meta_analysis_wp.pdf?ct=t\(EBLAST_1_10_2018\)](https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2017_teacher_coaching_meta_analysis_wp.pdf?ct=t(EBLAST_1_10_2018))

Lam, L., Mercer, C., Podolsky, A., & Darling-Hammond, L. (2016). Evidence-Based Interventions: A Guide for States. Learning Policy Institute.
<https://learningpolicyinstitute.org/product/evidence-based-interventions>.

Learning Designs. 2022 Learning Forward
<https://learningforward.org/standards/learning-designs/>

Lynch, K., Hill, H. C., Gonzalez, K. E., & Pollard, C. (2019). Strengthening the research base that informs STEM instructional improvement efforts: A meta-analysis. *Educational Evaluation and Policy Analysis*, 41(3), 260-293

Short, Jim & Hirsh, Stephanie (2020, November). The Elements: Transforming Teaching through Curriculum-Based Professional Learning; Carnegie Corporation
<https://www.carnegie.org/publications/elements-transforming-teaching-through-curriculum-based-professional-learning/>

Spillane, J.P., Hopkins, M., & Sweet, T. (2017). School District Educational Infrastructure and Change at Scale: Teacher Peer Interactions and Their Beliefs about Mathematics Instruction. American Educational Research Journal.
<https://doi.org/10.3102/0002831217743928>

Steiner, David, Magee, Jacqueline, & Jensen, Ben (2018, November) What we teach matters: How quality curriculum improves student outcomes. Learning First and the Johns Hopkins Institute for Education Policy.
<https://learningfirst.com/wp-content/uploads/2018/11/What-we-teach-matters-FINAL-for-publication-15-Nov.pdf>

Student Achievement Partners. (2020) Principles for High-Quality, Standards-Aligned Professional Learning.
<https://achievethecore.org/content/upload/Principles%20for%20High-Quality,%20Standards-Aligned,%20Professional%20Learning.pdf>

Taylor, J.A., Getty, S.R., Kowalski, S.M, Wilson, C.D., Carlson, J., and Van Scotter, P. (2015). An Efficacy Trial of Research-Based Curriculum Materials with Curriculum-Based Professional Development. Biological Sciences Curriculum Study.
<https://files.eric.ed.gov/fulltext/ED556336.pdf>

Timperley, H., Wilson, A., Barrar, H., and Fung, I. (2007). Teacher Professional Learning and Development. Best Evidence Synthesis Iteration.

TNTP. (2015). The Mirage: Confronting the Hard Truth about our Quest for Teacher Development.
<https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>

TNTP. (2018) The Opportunity Myth: What Students Can Show Us About How School is Letting Them Down - and How to Fix It.
https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

Wiener, R. & Pimental, S. (2017). Practice what you teach: Connecting curriculum and professional learning in schools. The Aspen Institute.
<https://assets.aspeninstitute.org/content/uploads/2017/04/Practice-What-You-Teach.pdf>



plpartnerguide.org

Questions?
info@riveteducation.org