FRAMEWORK FOR HIGH-QUALITY, CURRICULUM-ALIGNED PROFESSIONAL LEARNING
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.

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<tr>
<th>PL TYPE</th>
<th>DESCRIPTION</th>
<th>OBJECTIVES</th>
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| Adoption                       | Adoption professional learning supports schools and school systems in developing and executing a plan for HQIM selection. | ● 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. | ● 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. | ● 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. | ● 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. |
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.

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<tr>
<th>PL STRUCTURE</th>
<th>DESCRIPTION</th>
<th>RECOMMENDED OCCURRENCE</th>
<th>RECOMMENDED FREQUENCY</th>
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<tbody>
<tr>
<td>Workshops</td>
<td>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.</td>
<td>After school, during the summer, or on assigned professional development days within the school year</td>
<td>Multiple times a year</td>
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<td>Collaboration / Professional Learning</td>
<td>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.</td>
<td>During planning periods within the school day</td>
<td>Weekly</td>
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<td>Coaching</td>
<td>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.</td>
<td>During classroom instruction, with feedback sessions happening during planning periods or immediately following the lesson</td>
<td>Multiple times a year</td>
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<td>Consultation</td>
<td>Discussion with system and school leaders to support professional learning systems design and implementation.</td>
<td>During the school day</td>
<td>Multiple times a year</td>
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BIBLIOGRAPHY


