




“Head, Heart, and Habits + Equity” Checklists for School & System-level Leaders: High-Quality Professional Learning Characteristics, Conditions & Culturally Responsive Approaches




What characteristics makeup quality, materials-focused professional learning?		
 <p>Head: Core academic content embedded in high-quality instructional materials and aligned to research-based practices. Teachers deserve daily access to instructional practices based on research. Deep curriculum and lesson study allows teachers to grow their content and pedagogical knowledge over time and spread that knowledge to their colleagues.¹</p>	 <p>Heart: Teacher-led communities that build both social capital and buy-in. Teachers deserve to feel motivated and supported by their peers to learn and grow. In teacher-led communities, educators are more likely to buy into their own development and work collaboratively with their colleagues to improve instruction.²</p>	 <p>Habits: Structured and repeated cycles of inquiry in the classroom. Teachers deserve to learn from their efforts. Repeated cycles of inquiry afford teachers the time and space to reflect, incorporate new learning into practice, and verify changes to instruction using analysis of student work.³</p>
<ul style="list-style-type: none"> ❑ Sustained time spent on the same topic ❑ Alignment to standards and curriculum ❑ Content focus builds teacher knowledge & skill (pedagogical content knowledge) ❑ Teachers instructional decisions to adapt the curriculum to their students’ needs are grounded in the research behind “the shifts” 	<ul style="list-style-type: none"> ❑ Teachers identify their own students’ needs ❑ Teachers work collaboratively in communities to meet student needs ❑ Teachers have agency that creates buy-in ❑ Teachers trust and feel connected to their fellow teachers in the school ❑ Teachers have influence over the 	<ul style="list-style-type: none"> ❑ Cycles of inquiry help change practice; includes practicing new ideas and analyzing evidence to see if it worked ❑ Appropriate & adequate time and space for professional learning ❑ Structures for supporting teacher learning, including observation, feedback, and coaching cycles for teacher growth (i.e., not evaluative) and

¹ Guskey, T. R., & Yoon, K. S. (2009). What works in professional development. *Phi delta kappan*, 90 (7), 495-500.




² Leana, C. (2011). The Missing Link in School Reform. *Stanford Social Innovation Review*, Fall 2011, 30-35.

³ Jensen, B., Sonnemann, J., et al. (2016). *Beyond PD: Teacher Professional Learning in High-Performing Systems*. Washington, DC: National Center on Education and the Economy.

	<ul style="list-style-type: none"> professional learning they receive ❑ Teachers feel their professional learning is relevant ❑ Teachers are confident that they are implementing their curriculum in a way that maximizes learning for all students 	<p>use of data and continuous improvement processes to make decisions</p>
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<p style="text-align: center;">What conditions enable quality, materials-focused professional learning?</p>		
<div style="text-align: center;">  </div> <p>Instructional Capacity: Conditions that enable building educator pedagogical content knowledge</p>	<div style="text-align: center;">  </div> <p>Investment: Conditions that enable positive educator mindsets and beliefs that shape the culture of learning.</p>	<div style="text-align: center;">  </div> <p>Technical Capacity: Conditions that enable strong capacity and sustainability of systems & structures to support equitable and effective practices</p>
<ul style="list-style-type: none"> ❑ Guidelines for implementation of curricula demonstrate integrity vs. fidelity ❑ Other curricular/instructional materials for intervention are aligned ❑ Communication for implementation of curricula clear & consistent to all instructional staff ❑ The implementation team includes teachers and point-person/s other than the school leader ❑ A clear measure of usage percentage and type: compliance vs. adaptive 	<ul style="list-style-type: none"> ❑ Vision/s for the instructional content area is clear, effective, and demonstrates a commitment to educational equity. ❑ Areas of focus for professional learning, initiatives, and priorities in place support vision for effective, equitable instruction ❑ Communication of instructional vision/s shared with all stakeholders ❑ Approach and plan for building buy-in and engagement with all instructional staff, build human and social capital 	<ul style="list-style-type: none"> ❑ Identified person/s responsible for the design and communication of professional learning ❑ Include diverse representation of teacher leadership ❑ The process to collect data on teacher quality and effectiveness related to instructional vision/s for effective instruction and implementation goals ❑ Strategic plan for teacher professional learning includes: a coherent instructional vision for improving teaching and learning, prioritization of

<ul style="list-style-type: none"> ❑ Collaborative planning or other structures support curriculum implementation ❑ Accountability measures do not conflict with implementation goals 	<ul style="list-style-type: none"> ❑ Clear connection to instructional vision/s and model for quality PL: head, heart & habits for educational equity ❑ Student learning environment builds self-efficacy, student-teacher relationship, growth mindset, happiness, belonging, and being challenged 	<p>professional learning sequence and structures (sacred time & consistent participation), and distributed leadership (for professional learning and teacher support)</p>
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<p style="text-align: center;">What culturally responsive practices cultivate equitable, materials-focused professional learning?⁴</p>		
<div style="text-align: center;"></div> <p>“Will” the desire to lead and a commitment to achieving equitable outcomes for all students.</p>	<div style="text-align: center;"></div> <p>“Fill” gaining cultural knowledge about self and others.</p>	<div style="text-align: center;"></div> <p>“Skill” applying knowledge and leading the change, skillfully putting beliefs and learning into action.</p>
<ul style="list-style-type: none"> ❑ Desire to continually become aware of how race & cultural identities impact teaching and learning interactions and relationships ❑ Willingly examine the impact on families and students; contributing disproportionality markers as symptoms of underlying cultural mismatches ❑ Seek out and include perspectives of those most affected by disparities in 	<ul style="list-style-type: none"> ❑ Use cultural precepts as frames of reference vs. stereotypes or predictors of what individual students and families know, do, or believe ❑ Improve understanding of behaviors, beliefs, values, and historical experiences of the local community, and how the community perceives school; not as a monolithic “single story” ❑ Build knowledge, trust, and respect 	<ul style="list-style-type: none"> ❑ Stand up to inequities while inviting others to collective learning ❑ Recognize that historical policies and practices have benefited some students at the expense of others ❑ Acknowledge own practices and beliefs as leverage points for change ❑ Build capacity of staff to use cultural knowledge in day-to-day interactions with students and families ❑ Validate and affirm students’ home

⁴ Based on Wisconsin’s Framework: [Equity: Wisconsin’s Model to Inform Culturally Responsive Practices](#)

<p>outcomes</p> <ul style="list-style-type: none">❑ Examine assumptions from societal biases about ability and potential based on gender, race, ethnicity, social class, disability status, and English language proficiency along with other characteristics and labels	<p>across the community through active listening, purposeful visits, and authentic partnerships with families and local organizations</p> <ul style="list-style-type: none">❑ Recognize historical experiences and interactions of family and community members whose race or culture has been historically marginalized by schools❑ Recognize and identify the assets in the local community	<p>culture, drawing on student experience to build and bridge to rigorous educational standards</p> <ul style="list-style-type: none">❑ Build inclusive learning environments where students feel safe to express their identities and learn to relate respectfully to students whose race or culture differs from their own
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