

Conceptual Model: Connecting Professional Learning to the Goals of Talent Development

Granite Professional Learning Model For Continuous School Improvement

1. Clearly and explicitly envision and communicate your expectations of best practice,

2. Make tools and assessments available to provide a common method for structuring and informing these best practices,

3. Provide training events to introduce and refresh best practices and to connect them to district-supported tools and assessments,

4. Provide coaching opportunities to personalize professional learning where needed,

5. Enable your PLCs to systematically explore, adapt, and apply these best practices to the individualized learning needs of their students,

6. Regularly recognize and celebrate how teachers are using and innovating their PL to inform, plan, and provide instruction,

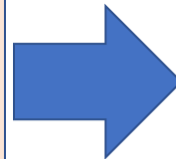
7. Nurture teacher initiative and emerging leadership in the use of best practices school-wide.

I Do

We do

You do together

You do alone



Principal Feedback is focused on identifying and facilitating the following interrelated teacher outcomes

A change in perception. The teacher understands the practice or skill differently, better enabling them to generalize as well as target it's use.

A change in priority. The teacher has a better sense of when or whether the practice is appropriate, useful, or essential.

A change in quality. The teacher is better able to adapt the practice to their classroom and to the learning needs of their students while maintaining fidelity to the central constructs of the practice.

A change in quantity. The teacher is doing it more or less often depending on need and circumstance.

A change in affect. The teacher has a greater sense of self-efficacy. They feel more capable in their professional abilities and more valued for their contributions to student learning and the overall quality of the school climate and culture.