EQUITY Professional Learning Stories Discussion Guide

The following discussion questions are meant to support individuals, district teams, school teams, and implementation teams consider the best practices featured in the California Professional Learning Stories (PL Stories) and the state Quality Professional Learning Standards (QPLS), and ways in which their own systems might be improved to ensure positive outcomes.

Warmup

Before watching the Equity PL Stories, review the Equity QPLS at https://www.cde.ca.gov/ci/pl/documents/qplsequity.pdf. What stands out to you about this standard and why?
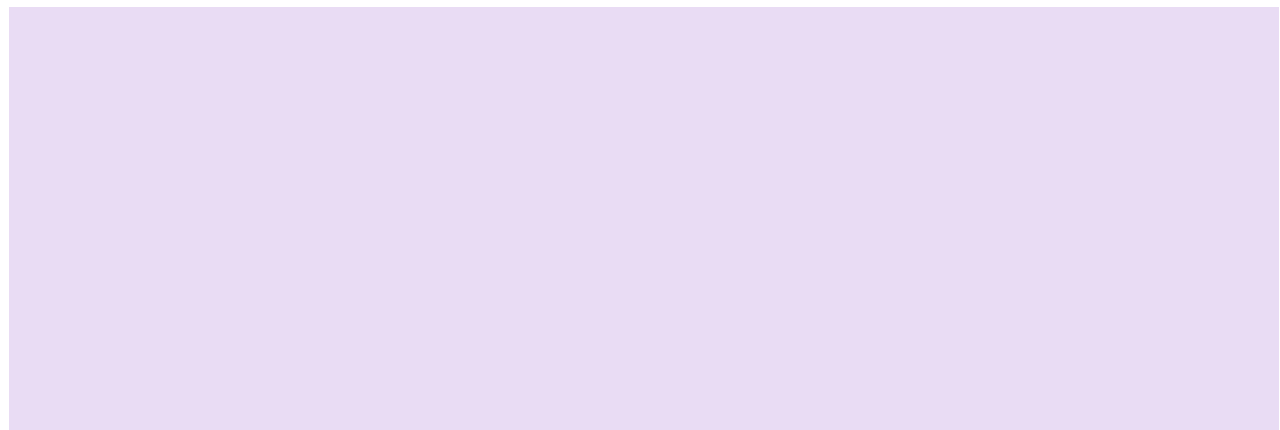
PL Story Questions

Use the questions below as you watch the Equity PL Stories at https://www.cde.ca.gov/ci/pl/plstoriesequity.asp. Note the ways in which the PL Stories exemplify the standard and how your PL system compares.

Element A: Academic Equity

How does this professional learning (PL) system increase educators' capacity to improve learning outcomes for all students? How does it focus on students with special needs; students with cultural, racial, and linguistic differences; students from disadvantaged socioeconomic backgrounds; and students in foster care?

1. How does the PL system use disaggregated summative and formative achievement and perception data to identify critical student needs?

2. How does the PL system enable educators to plan and implement evidence-based instructional strategies that are responsive to diverse student backgrounds and needs?

3. What PL opportunities are provided to help educators build on students' abilities, perspectives, and potential to increase student learning?

How does this compare to your PL system?

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Element B: Systemic Equity

How does this PL system help educators develop equitable and inclusive policies and align them with implemented practices?

1. How does this PL system ensure all educators have equitable access to effective PL and support?

2. How are school and district policies that lead to systemic inequities for students identified and changed?

3. How are educational programs in which students are overrepresented or underrepresented identified and changed to address inequities?

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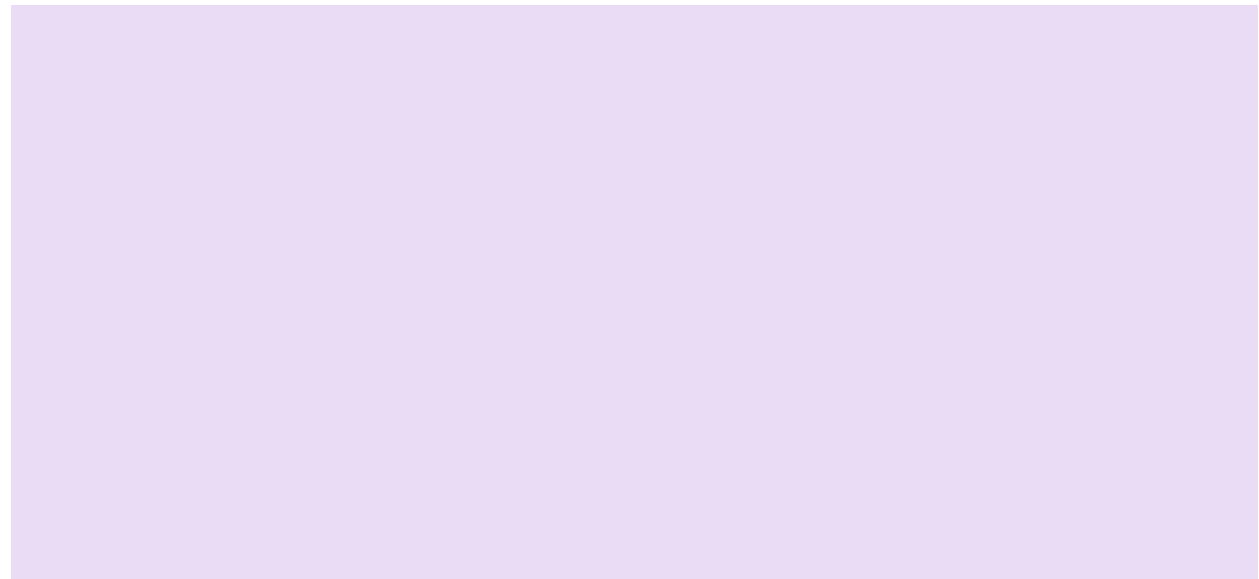
Element C: Climate Equity

How does this PL system facilitate safe, fair, and respectful school environments and improve educator understanding of the cultural, intellectual, social, emotional, and physical needs of each student?

1. How does this PL system demonstrate what a strong, positive school culture looks like and how it can maximize opportunities for students to learn?

2. What supports are provided to educators to: build trusting relationships with students, their families, communities, and one another; provide messages of high expectations; and create opportunities for meaningful participation?

3. What opportunities are provided to educators to develop their repertoires of approaches to support the cultural, intellectual, social, emotional, and physical development of each student?

How does this compare to your PL system?

1. How does your PL system demonstrate what a strong, positive school culture looks like and how it can maximize opportunities for students to learn?

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Take Action

Review your notes above. What will you and your team do to increase equity in your PL system?