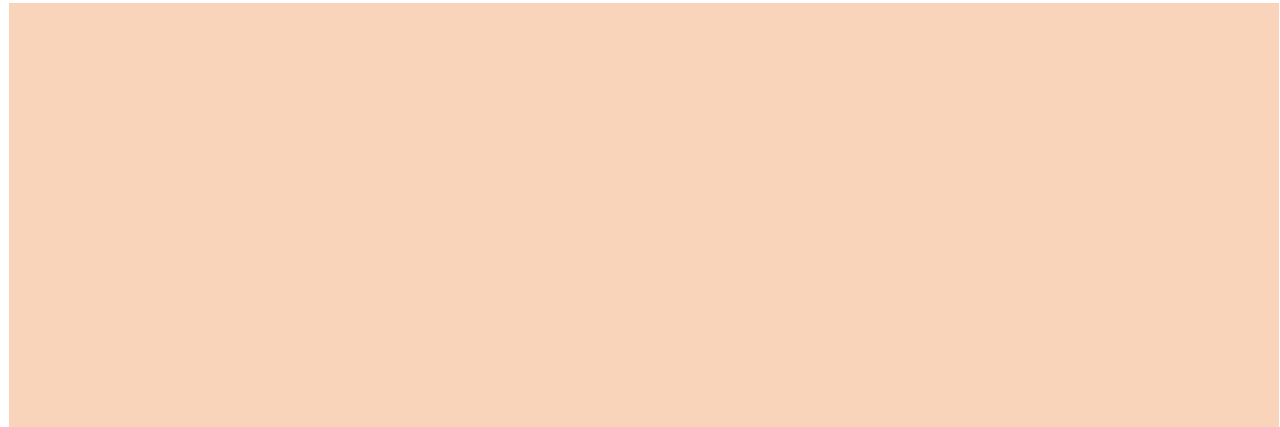


DESIGN AND STRUCTURE Professional Learning Stories Discussion Guide

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 Design and Structure PL Stories, review the Design and Structure QPLS at <https://www.cde.ca.gov/ci/pl/documents/qplsdesignstr.pdf>. What stands out to you about this standard and why?



PL Story Questions

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

Element A: Focus and Time

How does this professional learning (PL) system maintain purpose, remain focused, and sustain itself over time?

1. What is the focus of this PL system? What were the identified purposes and needs related to educator capacity?

2. How does this system remain ongoing and ensure consistent effort?
3. How does this system provide dedicated time within the school schedule for educator learning, practice, reflection, and collaboration? How does it leverage extended time opportunities?



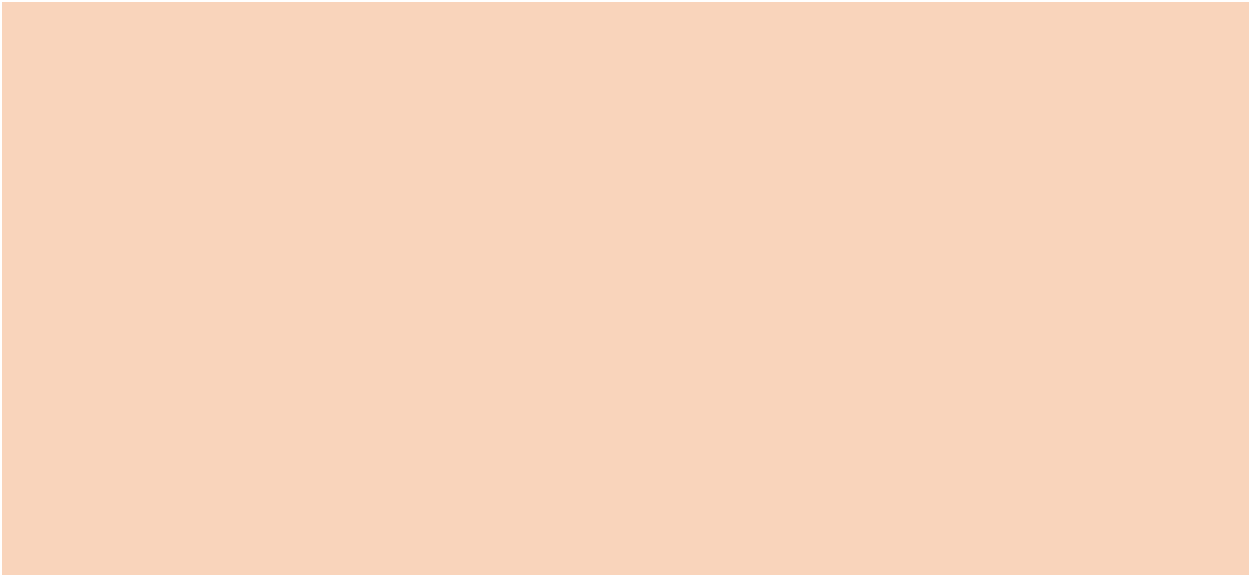
How does this compare to your PL system?

1. What is the current focus of your PL system? What are the identified purposes and needs related to educator capacity?
2. Is your system ongoing and sustained with consistent effort? If not, what are the barriers to consistency and sustainability?
3. Does your system provide dedicated time within the school schedule for educator learning, practice, reflection, and collaboration? What about extended opportunities?



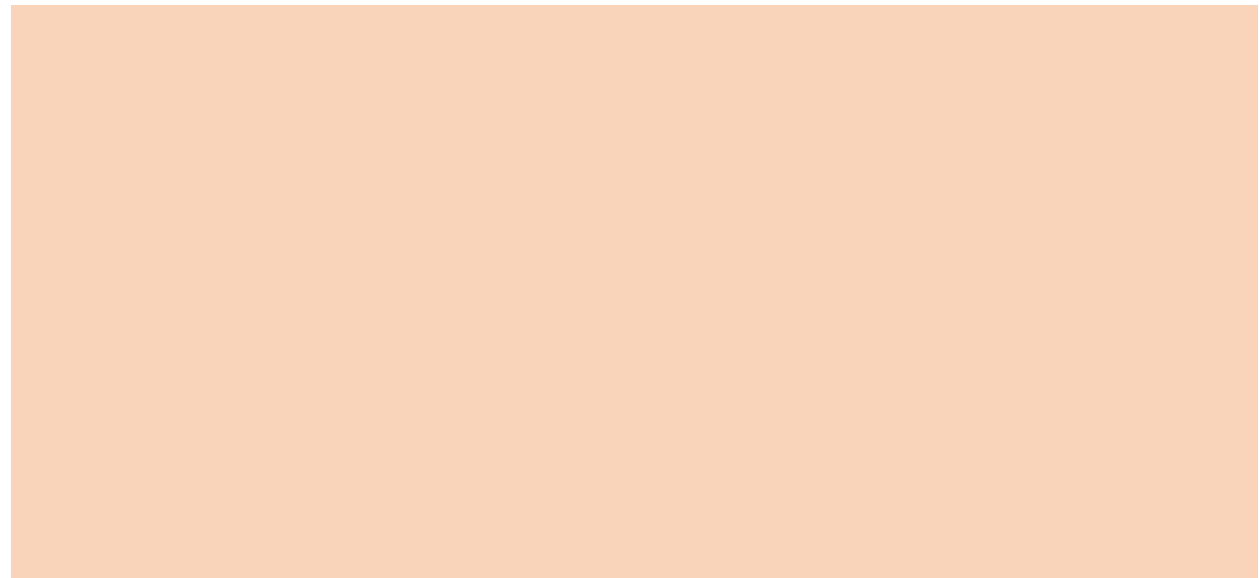
Element B: Embedded in Practice

How does this PL system provide multiple opportunities for educators to analyze their practice and apply new learning?

- 1.** What are the real problems of practice that serve as the base for new learning in this PL system?
 - 2.** How does this PL system help clarify for educators how to apply and use new learning?
 - 3.** What opportunities are provided to educators for deliberate practice of new learning, including frequent reflection, feedback, and support to fully integrate knowledge and skills?
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How does this compare to your PL system?

1. What are the real problems of practice that serve as the base for new learning in your system?
2. How does your system help clarify for educators how to apply and use new learning?
3. What opportunities in your system are provided to educators for deliberate practice of new learning? Does your system incorporate frequent reflection, feedback, and support to fully integrate knowledge and skills?




Element C: Differentiation

How does this PL system ensure relevance, building on the skills, knowledge, and learning needs of educators across career stages, grade levels, assignments, and contexts?

1. How does this PL system stem from schoolwide and district goals as well as educator needs and perspectives?
2. How does this PL system develop educator knowledge, skills, and dispositions at every career stage, continuously developing educator capacity from novice to accomplished?
3. How does this PL system respond to educator contexts? Does it consider grade levels, subject matter, or school setting, performance, or demographics?



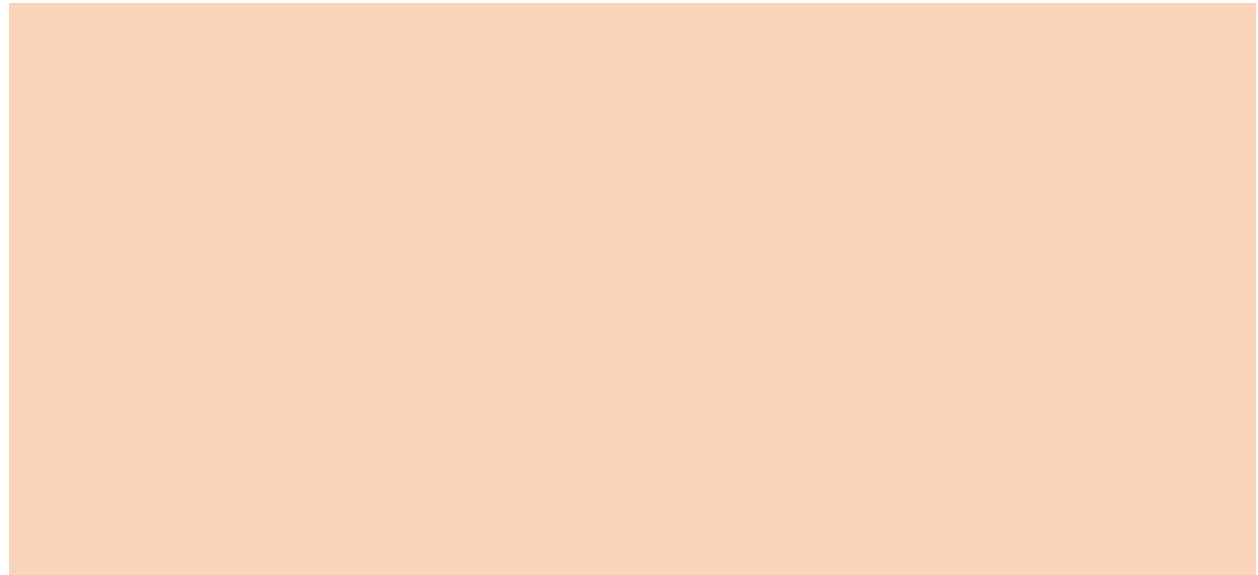
How does this compare to your PL system?

- 1.** How does your system reconcile and address schoolwide and district goals as well as educator needs and perspectives?
 - 2.** Does your system develop educator knowledge, skills, and dispositions at every career stage, continuously developing educator capacity from novice to accomplished?
 - 3.** Does your system respond to educator contexts? How does it take into consideration grade level, subject matter, and school setting, performance, and demographics?
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Element D: Active and Varied Methods of Learning

How does this PL system employ diverse, research-based learning designs with an emphasis on the active engagement of educators?

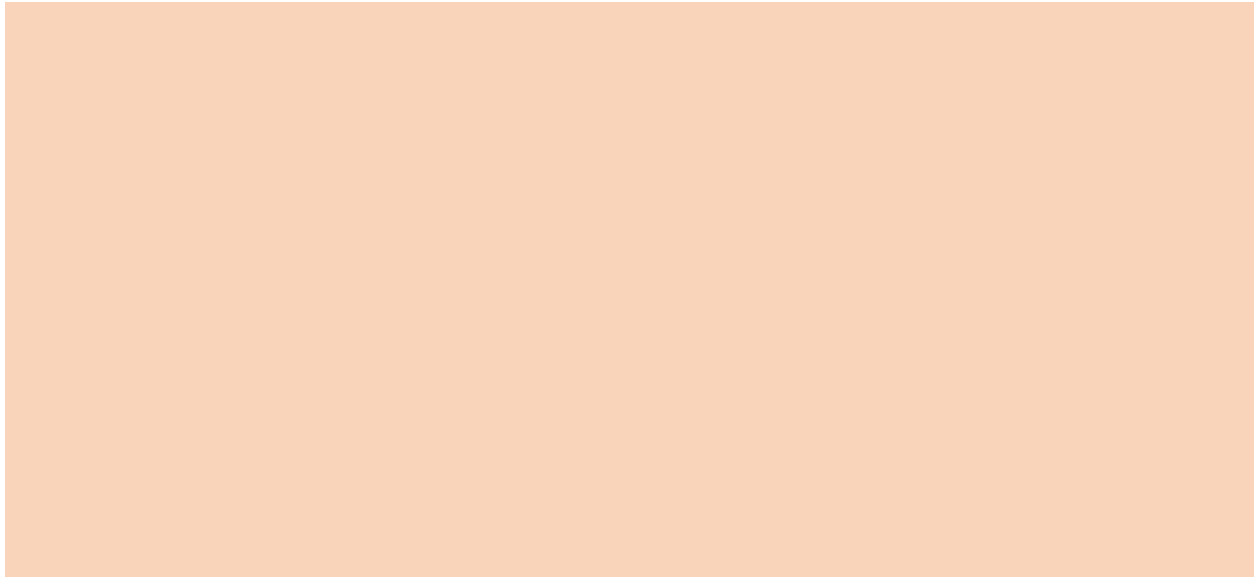
1. How do educators interact with content and with one another during a continuous learning process?
2. Are educators involved in a variety of learning processes? How do these processes focus on schoolwide goals and educators' interests, needs, and learning styles?
3. How does this PL system apply evidence-based practices, ground itself in research, and provide educators with opportunities to analyze, apply, and engage in research?
4. How is technology used to enhance and extend learning opportunities?



How does this compare to your PL system?

1. How do educators interact with content and with one another during a continuous learning process?
2. Does your PL system involve educators in a variety of learning processes that are focused on schoolwide goals and educators' interests, needs, and learning styles?
3. How does your PL system apply evidence-based practices, ground itself in research, and provide educators with opportunities to analyze, apply, and engage in research?

4. How is technology used to enhance and extend learning opportunities?



Take Action

Review your notes above. What will you and your team do to ensure high quality design and structure in your PL system?

